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COLLEGE AND SCHOOL NEWS

Five members of the class of 1939 of Philadelphia's **Berean School** were awarded certificates by the Business Education World in its National Bookkeeping Project. They were Frances Gilliam, Evelyn Spencer, Evelyn Carrington, Eloise Wilson and Vivian Elzie. Virginia R. Allen ('36) is employed with the Social Security Board in Harrisburg; Salivia Tucker ('36) is employed with the Division of Unemployment Compensation and Employment Service in Germantown; Frances Hayes ('33) is with the Unemployment Division, Department of Labor and Industry in Harrisburg, and Viola Murphy ('32) is employed with the Liquor Control Board in Harrisburg.

President Roosevelt has thanked President Arthur Howe of **Hampton Institute** for a desk made for him by Hampton students and writes: "I am taking the desk to Hyde Park for my use there." Hampton has announced a new three-year trade-training program.

Harvard University Press is financing the publication of 30,000 words of the Ph.D. thesis of Dr. William H. Dean, Jr. of the Department of Economics of **Atlanta University** entitled "The Location of Economic Activities." It will be a limited edition for classroom use at Harvard. Dr. Dean is a Phi Beta Kappa of Bowdoin College.

By vote of the Board of Trustees on June 4, **Storer College** will hereafter grant appropriate degrees to those who complete the prescribed college course. The college has begun its second seventy years of service.

West Virginia State College opened its summer session on June 13, with members of the regular teaching staff of Ohio State University offering courses during the first, third, fifth, seventh and eighth weeks of the nine-week term.

A new course in visual education is one of the features of the Summer School of **Bethune-Cookman College.** There will be eight weekly lectures

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Registration, Second Semester
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illustrated with moving pictures, the lectures delivered from the screen. Beginning with September, Bethune-Cookman will add to its curriculum academic courses for the third college year.

Edwin R. Embree, head of the Julius Rosenwald Fund, delivered the commencement address at **Talladega College** to one of the largest graduating classes in its history. Mr. Embree spoke on "The New Civilization."

The cornerstone of the new Men's Dormitory at **Howard University** was laid on June 3. Bishop James E. Freeman of the Washington Cathedral delivered the address. The Public Works Administration has appropriated $525,000 for the erection of the dormitories.

The principal address at the 84th Commencement of **Lincoln University** (Pa.) was delivered by Rev. John Sutherland Bonnell, pastor of the Fifth Avenue Presbyterian Church, New York, N. Y.

"How To Get Rich Without Money" was the unusual subject of the Commencement address at **Bennett College** delivered by Dr. Henry Louis Smith, president emeritus of Washington and Lee University. President David D. Jones granted degrees to fifty-six young women.

Zeta Sigma Chapter of **Sigma Gamma Rho** Sorority has awarded a $100 scholarship to Miss Lucille Buchannan, who graduated in June from Sumner High School, St. Louis, Mo. Follow-up scholarships will be given Miss Buchannan for four years if she continues to meet the requirements of the scholarship committee.

Fifty Dollar Scholarships were awarded Miss Charles Etta Hurd by **Omicron Sigma Chapter** of Memphis, Tenn. and Miss Mary Helen Brooks by **Alpha Sigma Chapter** of Indianapolis. **Omega Chapter** of Kokomo, Indiana, and **Upsilon Chapter** of Alton, Ill.

W. T. Gibbs, Dean of A. & T. College, Greensboro, N. C., and a 1912 graduate of **Wiley College**, Marshall, Texas, has written a biography of President M. W. Dogan of Wiley. Miss Ruth Brownlee of **Wiley College** is custodian of the fund to publish this

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Forty-five candidates were awarded master's degrees at **Atlanta University's** 69th Commencement. Five were Master of Science and forty Master of Arts.

Forty-eight students were graduated from **Spelman College** at its recent Commencement exercises.

The two highest prizes ($15 and $10) in the Georgia State Tuberculosis Essay Contest for Georgia Negro High Schools were won by pupils from the **Atlanta University Laboratory High School**: Miss Edith Henry and Miss Eleanor Bell, both of Atlanta.

Fifty-four graduates received the degree of bachelor of arts and eleven the degree of bachelor of science at the 1938 Commencement at **Morehouse College.**

Joseph A. Pierce, professor of mathematics, **Wiley College,** was awarded a degree of doctor of philosophy by the University of Michigan on June 18.

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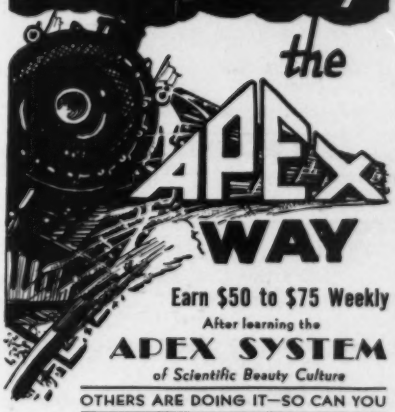
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Volume 45, No. 8 *Whole No. 332*

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Miss A. Edythe Hughes, Bachelor of Arts, from the University of Colorado

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The Crisis was founded in 1910. It is published monthly at 69 Fifth Avenue, New York, N. Y., by Crisis Publishing Company, Inc., and is the official organ of the National Association for the Advancement of Colored People. The subscription price is $1.50 a year or 15c a copy. Foreign subscriptions $1.75. The date of expiration of each subscription is printed on the wrapper. When the subscription is due a blue renewal blank is enclosed. The address of a subscriber may be changed as often as desired, but both the old and new address must be given and two weeks' notice is necessary. Manuscripts and drawings relating to colored people are desired. They must be accompanied by return postage, and while The Crisis uses every care it assumes no responsibility for their safety in transit. Entered as second class matter November 2, 1910, at the post office at New York, N. Y., under the act of March 3, 1879, and additional second class entry at Albany, N. Y.

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NEXT MONTH

The September CRISIS will contain a section on the late James Weldon Johnson with a full page photograph suitable for framing.

There will be, also, some material on college graduates and one or two photographs which we were unable to get into this issue.

There will be an article "Labor Trouble in Jamaica" by George Padmore.

In an early issue there will be a new story by Octavia B. Wynbush; and several interesting articles on provocative subjects are scheduled for fall publication.

OUR CONTRIBUTORS

George S. Schuyler is well known to magazine readers. For many years he has conducted a column "Views and Reviews" in the Pittsburgh *Courier*.

•

Randolph Edmonds is a member of the faculty of Dillard university, at New Orleans, La. He is now on leave in Dublin, Ireland, studying playwriting.

•

G. James Fleming has written several articles for THE CRISIS. He is a graduate in journalism from the University of Wisconsin and was formerly on the staffs of the Norfolk *Journal and Guide* and the New York *Amsterdam News*.

•

Benjamin E. Mays is dean of the school of religion at Howard university.

Pictures of graduates can be found on pages 258, 259, 260, 261, 263, 264, 269, 271, 272, 273, 274, 275, 277, 278.

The Rise of the Black Internationale

By George S. Schuyler

THE three generations since Lincoln signed the Emancipation Proclamation (which a quarter million black Union soldiers rescued from oblivion as a mere scrap of paper) have been the most momentous in the history of the world. They have seen unprecedented shifts and incredible alignments. They have seen miraculous inventions fantastic in their potentialities. They have seen such cruelty, such conquests, such persecution and oppression, such exploitation as humanity never dreamed before.

More important to colored people, these 75 years have seen the steady decline in the power and prestige of people of color the world over, thanks to the improvement in European firearms, the amazing technological advance of the West and the shattering of distance and isolation by modern transportation and communication. And most important of all, these years have seen the resultant rise of the White Internationale and the gradual rise of the Black Internationale in opposition; not powerful opposition as yet, perhaps, but containing vast potentialities of which the white world is all too painfully cognizant.

So far as the colored world is concerned, one might refer to these three generations as the period of fluctuating inferiority complexes. The decline in the fortunes of the darker races was quickly reflected in the attitude of the white world toward them and the colored people's attitude toward themselves. An important factor in the racial equation, this self-opinion, for there is a human tendency to become what we *think* we are. Status largely determines hope or hopelessness. Coupled with white control of colored education through control of government and missionary schools, the colored races were put on the defensive psychologically and so remained until the World War. It is important to trace the politico-economic changes that altered the world *without* and so altered the world *within*.

In 1863 Africa with the exception of South Africa, Sierra Leone, Senegal, the Boer Republics, various stations and forts on the West Coast and the Barbary States on the fringes of the South Mediterranean was virtually unknown territory to Europeans. Europe had not yet been sufficiently prodded by circumstances or implemented by armaments to effect the conquest of Africa.

A French West African Girl

In the 7th century the dusky Moslems had conquered all northern Africa. They had planted colonies at Mombasa, Malindi and Sofala which developed into powerful commercial states. They had swept into Spain and Portugal, ruled the former for 700 years and threatened the freedom of white Europe. In 1453 the Turks had conquered Constantinople. From 1517 to 1551 they extended their rule over Egypt, Algeria, Tunisia and Tripoli, and at one time rolled up to the gates of Vienna. Beginning with the European "Age of Discovery" in the 15th Century the fortunes of the darker races began to decline, but the trend was slow until 1875. As late as the beginning of the 19th century the dusky Barbary States held tens of thousands of whites captive and flaunted their banners in the faces of Europe's navies.

While the slave trade had undermined the excellent monarcho-communistic economy of Africa, black men still ruled it (and often profited from the traffic). Europe had first to defeat the "Infidel," to end its disastrous nationalistic wars, to down Napoleon and to start the age of steam before it could know Africa. Prior to that it was only interested in slaves and tall stories from the Dark Continent.

Interest in Africa revived with the explorations beginning in 1788. Interestingly enough this was also the age of Watt and Eli Whitney, of the Declaration of Independence and the Rights of Man. France occupied Egypt in 1798–1803 and Britain followed her. But an almost independent state was formed there under Mehemet Ali which extended its rule deep into the Sudan from 1820 onward. The first recorded crossing of Africa was accomplished between the years 1802 and 1811 by two Portuguese Negro traders, Pedro Baptista and A. José, who passed from Angola eastward to Zambezi. In 1814 England formally annexed Cape Colony, over 150 years after the first permanent white settlement by the Dutch on April 6, 1652.

Waterloo for Africa

Waterloo in Europe spelled Waterloo for Africa. But the end was still a long way off. There was still the ages old struggle between Christianity and Mohammedanism for trade rights and political supremacy disguised as Holy War and suppression of slavery. The Moslems were accused of continuing the slave trade and stripping Africa of manpower. The Christians with their developing power economy needed raw materials furnished by enslaved black workers at the source of supply. So the rush of "Christian" explorers, traders and missionaries descended upon Africa.

In 1863 Livingstone was exploring the Zambezi and Lake Nyasa, and making mulattoes the while. Speke was "solving the riddle of the Nile," Baker was "discovering" Lake Albert Nyanza, Stanley was yet to "find" Livingstone and solve the "mysteries" of Victoria Nyanza, Tanganyika and the Congo River. It was the age of Schweinfurth and du Chaillu, of stirring tales of rich and powerful black kingdoms with swarms of stalwart black warriors, of mysterious cities like Timbuktu, of strange religious rites deep in the heart of steaming jungles.

As late as 1875 Great Britain controlled but 250,000 square miles, France 170,000 square miles, Portugal 40,000 square miles, Spain 1,000 square miles and the Dutch Republics of Transvaal and Orange Free but 150,000 square miles of Africa. Turkey held sway very loosely over Egypt, the Egyptian Sudan, Tripoli and Tunis. Morocco, Abyssinia, Zanzibar and Liberia were independent. The great kingdoms of Ashanti, Dahomey, Benin, Uganda, Cazembe, Musta

Yanvo and countless other Mohammedan sultanates and pagan countries still enjoyed their freedom. The Boers paid yearly tribute to the warlike Zulus and it was not until England's successful campaign against the Ethiopians in 1867–68 that that mountain kingdom learned what to expect from the white world.

In 1869 the richest diamond fields on earth were discovered in the Vaal River valley and the Suez Canal was opened to traffic: two events that focused added attention on Africa. Two years later England completed acquisition of the Gold Coast littoral. Already France had grabbed Senegal (1854) and Obok (1862) at the entranee to the Red Sea. In 1873 England worsted the Ashantis and two years later lifted the Union Jack over Delagoa Bay. Events were happening faster than anyone imagined, and yet on the eve of the biggest land-grab in history a House of Commons committee considering West Africa affairs could recommend "that all further extension of territory or assumption of government, or new treaty offering any protection to native tribes, would be inexpedient." Thick-witted Britons!

Now economic rivalry, political necessity and rapid flow of invention were forcing the issue. The South beaten, the U. S. government forced withdrawal of France from Mexico and compelled other European powers to relinquish hopes of snatching territory in South America. Prussia defeated France in 1870 and the land-hungry German Empire was born late on the colonial scene. Italy became a nation instead of a conglomeration of Caribbean-like dukedoms and baronies and began looking for real estate abroad to add to her prestige.

Defeated France perforce switched her ambitions from Europe to Africa. The ambitions of young Germany and the grasping Leopold of Belgium set the pace for the imperialistic-minded world. These two countries had only Africa and the South Seas in which to seek exploitable territory. England, France, the Netherlands, Spain and Portugal had grabbed everything else. Leopold's 1876 conference grew into the International African Association which afterward snatched the rich Congo "Free" State, with the United States the first to recognize the robbery. In 1879 the Zulu military power was broken. The Germans called the 1884–85 imperialistic conference for the "proper" regulation of all stolen lands in Africa, but even while the criminals were conferring German agents planted the Kaiser's emblem in Southwest Africa, Togoland, Cameroons and Southeast Africa. Alarmed by these precipitous and typically Teutonic methods, the British, French and Portuguese redoubled their efforts. By means of bullets, chicanery, gin and Christianity the white nations by 1900 had conquered or annexed all the rest of Africa and native kings who opposed them were either in exile or gathered to their fathers.

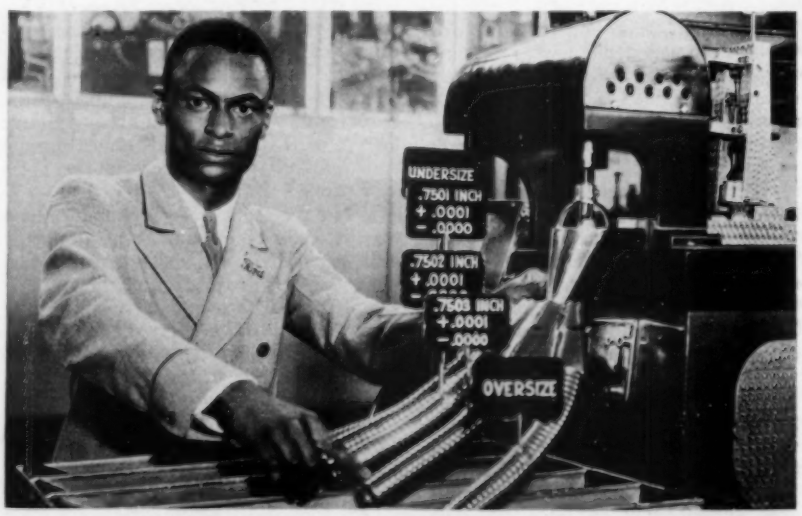
The Americas

The period from 1863 to 1876 which saw the African kingdoms drop into the European sack, also saw the emancipated Americans rise to the full promise of Appomatox, the 13th, 14th and 15th Amendments and the political power inaugurated by Reconstruction. There was hope in their breasts that the darkest era was behind them; that they were on the threshold of full citizenship rights and privileges in the Union, and destined to march arm in arm with their white fellow men to the creation of a truly great civilization.

Southward in Mexico chaos reigned. In Spanish America dictator followed dictator and black men played their part in nation-building. In Brazil and Cuba slavery still obtained. Unhappy Haiti was torn with the usual strife and tyranny. In the Orient Britain had just emerged from a serious Indian rebellion. The Malay peninsula, Indo-China and the spice islands asleep in the azure seas, were still under their native rulers. China was still powerful, despite the aggressions of Britain, Russia and France, and lording it over Korea, Manchuria, Mongolia, Tibet, Formosa and adjacent lands. Little Japan, forced out of her voluntary isolation by Admiral Perry, was hastening to make up for lost time with the classic policy stated by one of her diplomats as "We adopt, we adapt and so we become adept."

Railroads and steamships were in their infancy. Electric lights, telephones, bicycles, automobiles, the airplane, motion pictures, vulcanizing rubber, the phonograph, the radio, television and countless other inventions and processes that have revolutionized industry and commerce and are now taken for granted were still in the future. The use of oil was confined to kerosene lamps and lubrication. Production and distribution of foodstuffs was yet to be revolutionized. Neither the repeating rifle, the machine gun or the submarine had made its appearance. The new world economy that, by a combination of purely fortuitous circumstances was already making the white nations the world rulers of colored nations was, still in its infancy and the needs of national industry could still be served by the nation.

The scramble for colonies was not only a scramble for robber prestige but also a scramble for raw materials (or war materials) necessary to meet the essential demands of the new power economy without which no nation could or can become or remain a great power. The astounding technological mutation in the West in the century preceding and the years following 1875 also firmly established the international color line which until recently was only challenged by the sturdy and canny Nipponese. Black, brown and yellow alike were maligned and jim-crowed on every side and in every place. Everywhere white people took precedence over darker people. "Science" justified the stealing, exploitation and oppression by "proving" to white satisfaction the "inferiority" of colored folk. History was rewritten in the light of the Aryan race theory. The so-called social sciences were yoked to the chariot of imperialism. The whole thing was blessed by the Church which underminded the psychology of colored peoples under the guise of teaching "morality."



Claude Harvard, American mechanical wizard

American Negroes Groping

Betrayed by the Great Compromise of 1876 when Northern Republicans blessed their virtual re-enslavement in exchange for white southern recognition of the crooked Hayes election, the colored freemen progressively lost power and prestige in the face of Ku Klux Klan persecution and public indifference. By 1900 only one Negro's voice was heard in the halls of Congress and he was soon gone. The loudly-hailed rapprochement between the white South and the white North was well under way.

Nevertheless there was a tremendous store of hopefulness, optimism and naïveté in colored America. All you needed was education, religion and thrift to succeed. You must pioneer and build something. Let down your bucket where you are. The Republican party is the ship, all else the sea. The name of Lincoln made hearts leap under dusky hides and whatever white folks said was gospel.

Perhaps there *was* something to what they said about our having no history! Perhaps, after all, colored folks were inferior. Where, pray, *was* our background? What *had* our forefathers done except hew wood and haul water for Marse John? Mightn't it be true that we had never built a civilization? Wasn't that what our "education" taught us? Was there anything for us to be pround of—even our smooth dark skins and soft krinkly hair? Wasn't there some logic to the white contention that the lighter we were, the better we were? Didn't that put us nearer to perfection? So let's ridicule anything and everything Negro and eulogise everything white per se. Let's insist that black be comic and yellow refined *but of course not as refined as no color at all!* Let's make wall flowers out of our dusky-hued maidens and yell "Did you order any coal?" when a black man appeared. True, Negroes had ruled during Reconstruction, but weren't they corrupt like the white folks said and too ignorant to be entrusted with responsibility of office?

King Daudi Chwa of Uganda and Consort

Thus some of the gropings of the Aframerican mind: fearful, uncertain, ignorant and yet hopeful withal. Elsewhere, in India, China, Malaya and Africa the products of mission training were similarly groping.

Then something else happened. World population, especially in Europe, was taking a tremendous spurt as forecast by Malthus. World area had not expanded an inch. Indeed, excessive and ignorant cultivation had contracted the arable surface. As competition in international trade grew, capitalism turned to more intensive exploitation of home lands and there also competition grew more fierce. Panics came, unemployment grew, talk of a workers' revolution grew. There were insufficient markets for the goods produced in an ever endless stream. Fewer markets means fewer jobs. Fewer jobs made emigration imperative. The United States became the great labor market for white alien workers. The lower middle class of the white colonial powers sent their sons to Africa and Asia as clerks, army officers and petty administrators. In America the growing emigration pushed Negroes farther and farther out to the economic fringes.

The period of 1900–1920 saw the social consequences of the politico-economic imperialism. Color discrimination and segregation grew apace as job competition intensified and imperialism became solidified. The lynching wave reached its peak. The Grandfather Clauses and the Springfield Race Riot were straws in the wind. Then the triumph of Japan over Russia in 1904 roused hope among colored people that the balance of power might again shift to their side. The Pan-African Conference in Paris in 1899, the Niagara Movement in 1904 and the organization of the National Association for the Advancement of Colored People in 1909 marked a turning point in the mentality of the Negro. Elsewhere brown, black

(*Continued on page 274*)

Arnold H. Maloney, Jr.
M.D.
Indiana

Vernon Henderson Powell
M.B.
Meharry

Jean Hamilton Walls
Ph.D.
Pittsburgh

Edel Farnandis McIntosh
D.D.S.
Meharry

Dunbar McLaurin
M.A.
Kansas

The American Negro in College, 1937-1938

IN this issue, which is the twenty-seventh annual education number to be published by THE CRISIS, we present information and statistics gathered from Negro and mixed colleges and universities covering the year 1937-38.

It should be noted once more that this information is necessarily incomplete since The Crisis has not the means or the staff to make an absolutely accurate survey. We are dependent upon volunteered information from registrars and students. Another factor which contributes to the inaccuracy of the totals is the practice of some mixed universities of not keeping enrollment statistics by race or color. Some of the largest universities in the country follow this practice, notably Columbia, University of Pennsylvania, and the University of California. Such graduates as we include from these institutions, therefore, are those about whom information has been volunteered either by themselves or their friends.

From the information that has come to us, however, it is indicated that the grand total of all graduates from all institutions is 3,079.

Among the Negro universities, Howard continues to have the largest enrollment, 2,240, with 144 graduates with a bachelor of arts or bachelor of science degree, 45 masters of arts and sciences, with 59 others from professional schools plus two bachelors of music, making a total of 250 graduates. Hampton and Tennessee A. and I. State in Nashville, Tuskegee Institute, Wiley, in Marshall, Texas, Prairie View State, also in Texas, and Virginia State had more than 1,000 students enrolled. Close behind came Xavier, in New Orleans, with 890 enrolled.

According to our figures, Atlanta university graduated 40 masters of arts and 5 masters of sciences.

Meharry Medical college at Nashville had 303 enrolled and 68 graduates, of whom 35 received the doctor of medicine degree.

According to our figures there were 22,361 students enrolled in strictly Negro colleges with 2,451 being graduated with the bachelor degree.

This year New York university takes first place in the enrollment of colored students in mixed colleges with a total of 494. Ohio State university, at Columbus, and Wayne university at Detroit, are tied for second place with 431 Negro students enrolled. Third place goes to the University of Kansas with 192; fourth place to Indiana university with 168; and fifth place to Hunter college, girls only, New York City, 150. According to our statistics there were 2,525 Negroes enrolled in mixed colleges with 192 receiving bachelor of arts or bachelor of science degrees.

Information submitted to us reveals that nine colored students received the highest degree of doctor of philosophy, three from Ohio State university and one each from Indiana university, Cincinnati university, University of Pittsburgh, Cornell university, University of Michigan and the University of Illinois.

Detailed information and statistics:

Mary E. Forbes was the highest ranking student at Tennessee A. and I. State college.

Gwendolyn Eloise Bryant
M.A.
Michigan

Louise Johnson Lovett
M.A.
Northwestern

John H. Pinkard, Jr.
M.S.
Howard

Katherine Laura Bonner
Master of social science
Western Reserve

Willye A. F. Coleman
M.A.
Chicago

Mildred E. Kimble
Cum laude
Hunter

Margaret V. Nelson
Cum laude
Hunter

Eunice Ann Meyers
Ranking Student
Bishop

Lucille M. Banks
Honor Student
Prairie View

Julia E. Baxter
B.A.
N. J. College for Women

Lucille Milton Banks was the highest honor student at Prairie View State college.

Ernestine Varnado and Lynette Saine were tied for the highest honors at Lane college.

Josephine Haynes was graduated with honors from Kentucky State college.

Maybelle Cotton was the highest ranking student at North Carolina college.

Margaret Elnora Spencer was the highest ranking student at Bluefield State Teachers college.

At Meharry Medical college Edel Farnadis McIntosh had the highest average for four years in medicine; Vernon Henderson Powell had the highest average in dentistry; Miss Marvis Jones had the highest average for one year in dental hygiene; and Miss Heloise Bent had the highest average for three years in nurse training.

Dyctis Jack Moses was the highest honor student at Edward Waters college.

Arthur Lee Tracy was graduated with honors from Virginia Theological Seminary and college.

Richard Temple Middleton was the highest ranking student at the Bishop Payne Divinity School.

James Herman Robinson was president of the senior class at Union Theological Seminary.

Mrs. Maude C. Blackwood received two degrees at the June, 1938, commencement of Ohio State university, bachelor of science in education and master of arts.

Miss Eunice Ann Meyers was the highest honor student at Bishop college.

At Claflin college Mrs. Floridie Jeanette Caldwell Clendening and Amanda Lillian Lawrence were graduated *summa cum laude* and Miss Johnie Campbell and Charles Columbus King were graduated *magna cum laude*.

Martha Bea Kendrick was the highest honor student at Howard university.

Rachel Louise Bassette was graduated with honors from Hampton Institute.

Miss Johnnie Marie Van Zandt maintained the highest average of the class of 1938 at Wiley college.

Vanue Bartholomew Lacour received his degree *summa cum laude* and had the highest average in the senior class at Xavier university.

Helen Louise Lewis was the highest ranking student at West Virginia State college.

Herbert Archie Marshall was graduated *summa cum laude* from Virginia Union university.

Miss Lula Mae Williams was the highest honor student at South Carolina State A. and M. college, Orangeburg, S. C.

Mrs. Annie L. Jackson was valedictorian of her class and a ranking student at Morris Brown college.

Marion LeRoy Fleming was graduated *summa cum laude* from Johnson C. Smith university.

Miss Lucile Hargrave was salutatorian at Bennett college.

Talladega college graduated nine students with honors but did not make any distinction in honors this year.

Isaac Henry Miller, Jr., was graduated with honors from Livingstone college.

Inez Delores Jenkins was the highest honor student at Dillard university.

Agness Bratton Middleton, R.N., was graduated *magna cum laude* from St. Augustine's college.

Kathryn Lorraine Smith was the highest ranking student at Cheyney State Teachers college.

John William Harris was graduated with honors from Paine college.

Miss Naomi Elvira Johnson received her bachelor of arts degree *magna cum laude* from Tougaloo college.

Samuel P. Massie was the ranking student at A. M. and N. college, Pine Bluff, Ark.

Margaret Nelson and Mildred Kimble were graduated *cum laude* from Hunter college New York City. Miss Nelson, a member of Alpha Chi Alpha, honorary history society at Hunter college, was elected to Phi Beta Kappa in December, 1937. She won second prize of twenty dollars in competing for the Thomas Hunter prize for proficiency in history.

Bishop Alexander Preston Shaw, noted southern bishop of New Orleans, La., was given the honorary degree of doctor of divinity at the traditional Boston university Founders' Day exercises in March. In conferring the degree, Dr. Daniel L. Marsh said: "Alexander Preston Shaw, alumnus of Boston university and Bishop of the Methodist Episcopal church, privileged by native endowment of superior ability and common sense to be a leader of an underprivileged race—doctor of divinity."

Alma Lewis was awarded her bachelor of arts degree with honors by Cincinnati university. She was elected to Phi Beta Kappa.

Miss Lois Klugh was a member of Academy, the honor society, at Simmons college, in Massachusetts.

Paris Vaughn Sterrett was awarded his master of arts degree by Boston university.

Alvin E. Andrews received his bachelor of

Bernardin Francis Dabney
B.A.
Boston

Dorothy Eleanor Hayes
B.S.
Boston

Inez Joannah Russell
B.S.
Boston

Madeline B. E. Goode
B.S.
Boston

Alvin E. Andrews
B. of S.T.
Boston

Charlotte R. Jeffries
M.A.
Michigan

Hilda Johnson Evans
M.A.
Columbia

Paris Vaughn Sterrett
M.A.
Boston

Maude C. Blackwood
B.S. and M.A.
Ohio State

Willie F. Parris
M.A.
Columbia

sacred theology degree from Boston university.

Bernadin Francis Dabney received his bachelor of arts degree from Boston university. At the same university Dorothy Eleanor Hayes received her bachelor of science degree in education; Inez Joannah Russell received her bachelor of science degree in physical education and Madeline Beatrice Goode received her bachelor of science degree in social service.

Sophia Nelson was graduated with honors from the school of education at the University of Pittsburgh.

Grace Lucille Fisher was graduated *cum laude* from the University of Buffalo. She was awarded a social work assistantship for the year 1937–1938.

Elvin Harry Wanzo and Albert Nathaniel Whiting received the bachelor of arts degree *cum laude* from Amherst college.

Rayford W. Logan, Class of 1917, Williams college, has been appointed professor of history at Howard university.

Miss Margaret Johnson was the youngest graduate of Indiana university. She made an excellent record and was recommended by the head of the history department as tutor in that department during her senior year. Miss Johnson was 19 years old July 5.

Louise Johnson Lovett was awarded her master of arts degree in speech at Northwestern university.

Leon Harold McCarroll is a graduate of Rutgers university.

George Edmund Haynes, Jr., was awarded his bachelor of science degree at Wilberforce university.

Arnold H. Maloney, Jr., received his doctor of medicine degree at Indiana university.

Hilda Johnson Evans was awarded her master of arts degree at Columbia university. She is a member of the Alpha Kappa Alpha sorority.

Mrs. Alma Dunn-Rhodes received her master's degree in English from Columbia university. She is a member of the staff of Tennessee Agricultural and Industrial State college.

Luther B. Henderson received the master's degree in education from Columbia university.

Frank J. Smalls was awarded his bachelor of science degree by City College of New York.

Clema Rose McKamey was the ranking student at Knoxville college.

Eugene Harold Bailey was the highest honor student at Virginia State College for Negroes.

Willie F. Parris was awarded her master of arts degree at Columbia university.

President J. F. Drake of the State Agricultural and Mechanical Institute, Normal, Alabama, was awarded his doctor of philosophy degree by Cornell university.

Elaine E. Douglas was the highest honor student at LeMoyne college.

Juanita E. Lemmons was awarded her bachelor of education degree at the University of California at Los Angeles.

Lillian Beatrice May receive her bachelor of arts degree at the University of Colorado.

Grace Cynthia Hunter was awarded her bachelor of science degree *summa cum laude* by Miner Teachers college.

A. Edythe Hughes received her bachelor of arts degree from the University of Colorado.

Miss Johnnie Maye Brown was the honor graduate at Tuskegee Institute.

Miss Julia E. Baxter was awarded her bachelor of arts degree by the New Jersey College for Women.

Samuel Washington Allen was the ranking student at Fisk university.

Jean Hamilton Walls was awarded her doctor of philosophy degree by the University of Pittsburgh.

Miss Theodis Weston was the highest honor student at Spelman college.

Harold T. Pinkett received his master of arts degree from the University of Pennsylvania.

Katherine Laura Bonner received her master of social science administration degree in group work from Western Reserve university.

Edward Stanford Williams was awarded an honorary doctor of laws degree at Douglass university.

Mrs. Catherine White Williams was awarded an honorary master of arts degree at the Douglass university.

Miss Rubye G. Peake was awarded her master of science degree at Butler college.

John H. Pinkard, Jr., received his master of science degree from Howard university.

Lawrence Edward Nicholson was the ranking student at Lincoln university, Missouri.

George Murray Branch and John Preston Jenkins were graduated *cum laude* from Virginia Union university.

Luther Franklin Hill was the highest honor student at Morehouse college..

Rutherford B. West received his bachelor of arts degree from Lincoln university, Pa.

Miss Eva Louise Frazer was graduated *cum Laude* from Shaw university.

Miss Estelle Juanita Augustine was an honor graduate from Howard university.

Cassie A. Redden was the ranking graduate from Louisville Municipal college.

Andrew J. Blackwell was awarded his bachelor of arts degree by Boston college.

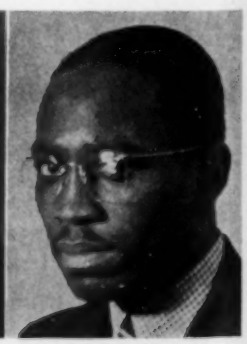
Mrs. Robert T. Pinkett was awarded both

Margaret Elnora Spencer
Honor Student
Bluefield Teachers College

Naomi Johnson
Magna cum laude
Tougaloo

Floridie J. C. Clendening
Summa cum laude
Claflin

Rossalind Shaw
Valedictorian
Bennett



Luther Franklin Hill
Ranking Student
Morehouse

her master of arts degree and her Teachers college professional diploma by Columbia university.

Miss Beatrice Day was graduated from Los Angeles Junior college.

Alverna Florine Swanson was the ranking student at Clark university, Georgia.

Theodore Raymond Still was the highest honor student at Lincoln university, Pa.

Jayne Griffith Hammond was the ranking student at Wilberforce university.

Dr. William Edward Burghardt DuBois was awarded an honorary doctor of laws degree by Atlanta university.

Miss Beulah Payne was elected to Phi Beta Kappa at the University of Kansas.

Robert Lloyd received his bachelor of science degree in chemical engineering with distinction from Purdue university.

George Henry Windsor was graduated with a bachelor of arts degree *cum laude* for his honor work in the field of history and government from Bates college.

Miss Marian Margaret Singleton was graduated with honors from the University of Illinois. Her name was placed on the Bronze Tablet (highest honors); she was Basileus of Alpha Kappa Alpha; president of Cenacle (honorary Letters); editor, Omicron Nu (Home Economics sorority); member of Alpha Kappa Delta, of Phi Kappa Phi, Iota Sigma Pi and the Y.W.C.A.

David Harold Blackwell was elected to Phi Beta Kappa at the University of Illinois and Walter Sanford Lathen was a member of the University Orchestra.

Mrs. Charlotte R. Jeffries was awarded her master of arts degree by the University of Michigan.

West Virginia State college reports twelve degrees of bachelor of arts and six degrees of bachelor of science, but it reports also seventy-eight other miscellaneous degrees: bachelor of science in agriculture 4; bachelor of science in business administration, 14; bachelor of arts in education, 12; bachelor of science in education, 33; bachelor of science in home economics, 4; bachelor of science in mechanical arts, 9; and bachelor of music, 2.

Clemmie Joe Poole was awarded her bachelor of arts degree by Butler university. She was on a four-year scholarship from Attucks high school and had to maintain a high scholarship record in order to have her scholarship renewed each year.

Miss Gwendolyn Eloise Bryant received the degree of master of arts in guidance and personnel from the University of Michigan. Her thesis was one of the few to be recommended to be sent to the United States Office of Education.

Miss Willye A. Fortenberry Coleman received her master of arts degree from the University of Chicago.

Gammon Theological Seminary had a total enrollment of 82 students and bestowed the bachelor of divinity degree upon nine graduates.

Edward Waters college, a junior college had an enrollment of 200 students and awarded thirty-six junior college diplomas.

Statistics

School	Number Enrolled	A.B. or B.S.
Howard	2,240	144
Hampton*	1,554	142
Tennessee A. and I. State	1,386	165
Tuskegee Institute	1,153	112
Wiley	1,118	53
Prairie View State	1,034	97
Virginia State	1,016	103
Xavier	890	73
West Virginia State	819	18
Virginia Union	765	64
Lane	760	53
State A. & M. College, Orangeburg, S. C.	667	95
Morris-Brown	610	68
Kentucky State	539	64
Bishop	516	46
Fisk	481	46
Shaw	472	54
Lincoln University, Mo.	468	57
Clark	443	50
LeMoyne	432	44
North Carolina College for Negroes	430	54
Johnson C. Smith	395	69
Morehouse	393	69
Bluefield State Teachers College	365	55
Spelman	361	47
Lincoln University, Pa.	324	35
Bennett College for Women	312	56
Knoxville	296	31
Talladega	293	53
Livingstone	272	37
Dillard	259	24
Louisville Municipal College	229	43
St. Augustine	225	37
Claflin	225	33
Cheyney State Teachers College	153	40
Paine	147	19
Wilberforce	...	114
Virginia Theological Seminary	121	4
Tougaloo	120	9
State College, Dover, Dela.	78	9
Morgan	...	64
Miner Teachers College	...	1
Total	22,361	2,451

* This does not include 139 in extension classes.

New York University	494	7
Ohio State	431	28
Wayne	431	16
University of Kansas	192	19
Indiana	168	10
Hunter	150	15
University of Illinois	112	15
Boston	88	8
Butler	65	7
Loyola	55	...
University of California at Los Angeles	55	2
Kansas State	34	2
University of Nebraska	32	2
University of Cincinnati	...	16
C. C. N. Y.	23	1
Simmons	15	5
University of Denver	15	2
Pacific Union	14	3
Purdue	12	2
University of Colorado	11	2
University of Pittsburgh	11	8
Springfield	11	1
Bates	9	2
Syracuse	9	...
Dartmouth	7	1
Union Theological Seminary	7	...
University of Buffalo	6	2
Beloit	6	...
Macalester	6	...
Rutgers	5	1
Radcliffe	4	2
Smith	4	...
Drew	4	...
Tufts	4	...
Amherst	3	2
Wellesley	3	1
University of Idaho	3	...
Carnegie Institute of Technology	2	1
DePauw	2	3
Bowdoin	2	...
Colorado	2	...
Barnard	2	1
Bradley Polytechnic Institute	2	2
Denison	1	...
Hamilton	1	...
Creighton	1	...
Mount Holyoke	1	...
New Jersey College for Women	...	1
Boston College	...	1
University of New Mexico	...	1
Total	2,525	192
Grand Total (exclusive of higher degrees)	24,886	2,643

HIGHER DEGREES

Meharry Medical College

Enrollment	303
Graduates	68
Medical	35
Dental	5
Dental Hygiene	4
Nurses	14

Howard Professional Schools

Graduate School (M.A. and M.S.)	45
Dentistry	13
Law	15
Medicine	22
Pharmacy	3
Religion	6

Atlanta University

	M.A	M.S.
Economics	5	
Education	9	
English	2	
French	3	
History	8	
Latin	2	
Mathematics	2	2
Sociology	9	
Biology		3

Honorary Doctor of Laws degree to Dr. William Edward Burghardt DuBois

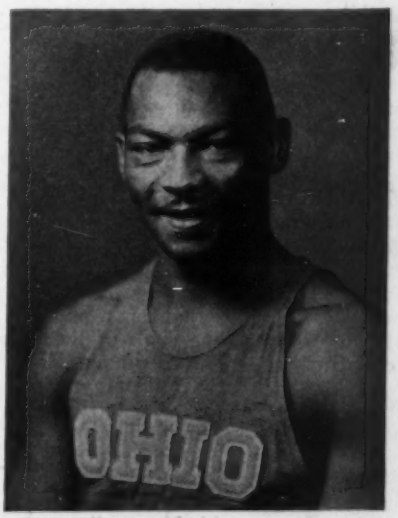
Master of Arts and Sciences

Howard	45
Atlanta	45
Ohio State	27
Fisk	18
Indiana	8
Butler	8
Boston University	7
University of Kansas	7
New York University	7
University of Illinois	6
Columbia	5
Hampton	4
Virginia State	4
University of Pittsburgh	2
University of California at Los Angeles	2
Kansas State	2
University of Michigan	2
University of New Mexico	2
University of Denver	1
Syracuse	1
Wellesley	1
Cornell	1
University of Chicago	1
Wayne	1
Northwestern	1
University of Pennsylvania	1
Western Reserve	1
Loyola	1
	211

Grand total of graduates, including A.B., B.S., graduate, professional, Ph.D., divinity, masters of education, music, and miscellaneous degrees, 3,079.

Doctors of Philosophy

Reid Ethelbert Jackson	Ohio State University
Charles Leander Hill	Ohio State University
Joseph Sandy Himes	Ohio State University
Henry Spence Wilson	Indiana University
James A. Moore	Cincinnati University
Jean Hamilton Walls	University of Pittsburgh
J. F. Drake	Cornell University
Joseph A. Pierce	University of Michigan
Virgil Arnett Gant	University of Illinois



David Albritton was graduated from Ohio State university. This year he was co-captain of his track team; he won two national A. A. U. and two collegiate championships in his specialty, the high jump; he was a member of the 1936 Olympic team and is one of the holders of the world high jump record. He was a member of the American track team which toured Japan in 1937 and Europe in 1936

Education in Self-Contempt

By Randolph Edmonds

Negro youth is being educated to regard the race with contempt, says this writer, not only by white teachers in mixed colleges, but by Negro instructors in Negro colleges

CRITICS of today have unloosed their barbs at our educational system with more vigor and abuse than ever before in history. The most serious offense, it seems, is in graduating young men and women untrained to meet the stern realities outside the college walls. These students are unprepared, these critics say, to meet an industrial world highly mechanized, an economic world filled with depressions, a spiritual and moral world largely bankrupt, and a political world seething with new and dominant ideologies.

Since Negro education is a part of the general scheme, it, too, has been a target for the general criticism; but in addition it is plagued with a trouble all its own—a crisis within a crisis, so to speak—for it is being haled before the bar with the serious charge of educating young Negroes away from an appreciation of the racial group. And it is with this insidious prcblem I wish to deal.

On the matter of racial respect, emanating from our schools of learning, Dr. Carter G. Woodson has been a voice—almost alone—cryng in the wilderness for many years. Those of us who were tormented by other cares and troubles considered him simply as one excessively interested in his speciality, Negro History. Of course we understood in a vague sort of way that he was highly wrought up over his observation that our colleges were educating misfits with no knowledge of their own people, no group loyalty, and no appreciation of things typically Negroid.

I suppose most of us working in the field of education frequently encounter evidences to support Dr. Woodson's point of view. As for myself, I did not become fully aware that this cancer was gnawing away at the vitals of the race until Stolberg—using Benjamin Brawley's book, "Negro Builders and Heroes," as a basis—let out a terrific blast against minority jingoism. (Minority Jingo. *Nation:* October 25, 1937). Since that time, I have heard teachers, students, and intellectuals express complete agreement with Mr. Stolberg, and state in so many words that Mr. Brawley ought to cease writing such books.

Now let us grant without argument that the book in question is no great masterpiece. Dr. Brawley calls it "an introduction to biography," which gives some indication of how he wished people to consider it. The contents are brief sketches of many Negroes who have wrung success from a thorny environment, and often at great odds. Whereas it does not make a great contribution to world literature, there is nothing about it to make one feel ashamed or cause such a storm; for names such as Crispus Attucks, Phyllis Wheatley, Benjamin Banneker, Booker T. Washington, Paul Laurence Dunbar, Maggie L. Walker, Dr. W. E. B. DuBois, and many others equally as notable furnish the subject matter. If brief stories of the lives of such eminent Negroes constitute minority jingo, then I feel no hesitancy at all in stating emphatically that I am all for it. It is the kind I wish most to hear—for a change—if for no other reason.

Minority Jingo: Rubbish

We would be willing to accept such a judgment without question if it did not sound like an oft-told tale. Since we have been inoculated so frequently with the virus that what are virtues in other races are vices in the Negro, Mr. Stolberg's article leaves me cold. When Negroes seek culture, they are aping the white man; when they seek better surroundings, they are "uppity;" and when they act courageously, they don't know their places. When white races tell the stories of their successful men and women, it makes good biography, history, literature, etc. Now when a Negro writes the same type of work, it is minority jingo. It is such a familiar occurence that Negroes ought to be hardened to it by now; but the sickening part of it is that so many of our intellectuals agree with such rubbish.

Dr. Brawley's books on the Negro might be low in literary value, as some state; but unquestionably they belong among those at the very top of the heap in educational value for Negroes. At the risk of being considered unscholarly, he tells in no uncertain terms, in titles as well as story, that he considers members of his own race worthy to be called builders, heroes—yes, even geniuses; and this truth is as important a lesson to be learned by us as anything we can find in Aristotle and Shakespeare. Until someone comes along and writes a better book about these same distinguished men and women, we ought to be buying Dr. Brawley's book by the hundreds instead of listening to nonsensical criticism.

The cardinal point, however, is not the disposition of Mr. Stolberg's article, nor of Dr. Brawley's book; for they were simply instrumental in drawing attention to the focus of our comment—the startling paradox: Negro teachers instructing Negro youth, and yet out of the classrooms comes disrespect for the racial group of which both are members. Is it not an axiomatic principle of education that it should inculcate love and respect for the racial stock from which a man springs? Let us look at the historical influences that have shaped Negro education to see if we can account for this strange anomaly.

From the Civil War to shortly after the beginning of the century—during the period of their founding and organization—our schools were staffed with white missionaries from the North and newly-freed slaves. Religion and Christian principles were the bases on which the entire curriculum was built. Since these subjects emphasized decency, manhood, and equality before God and man, they gave the freedmen a faith in themselves, and a will to do. Vast potentialities were opened up in their minds, and students were urged to succeed in order to show that each was worthy of the new freedom.

Our sophisticated youth of today have a tendency to scorn this Bible education as old-fashioned. Yet, out of its religious depths came the founders of our schools and businesses now dotting our country. Out of it came Booker T. Washington, the greatest apostle of racial achievement and self-respect the group has produced. Whatever the defects in the system of education he advocated, there was none in his deep abiding faith in his own people, a faith which moved mountains.

With religion as a backbone of the curriculum, and inspired men and women as teachers, there is very little if any evidences of racial disrespect coming from the classrooms during the first phase of our education.

Science to the Fore

By the beginning of the century, a new force was looming up to shape

Negro education. Dr. DuBois had articulated his collegiate theory, and this type was slowly pushing the institutes of normal and industrial training into the background. Strangely enough, however, it was not sociology, history, nor literature—Dr. DuBois' triple interests—that achieved prominence in the new schools and colleges. It was science that jostled and crowded religion out of its preferred place in our curriculum; and soon afterwards the whole program of Negro education was projected very largely in terms of physics, chemistry and biology. All other activities had to be postponed, shunted aside, or otherwise await the convenience of laboratory hours. Even yet, although there are signs of a change, science has not relaxed completely its stranglehold not only on Negro education, but on education in general.

It is conceded that science is too objective to aid in a large way in building racial and national attitudes in students. With its emphasis on reason and the physical world rather than on the mental and physical, on laws and forces rather than on human problems and ideals, on struggle and survival rather than on struggle and success, it is far better fitted to do the exact opposite. Unless one has enunciated a great physical law, concocted a startling invention, or otherwise contributed in an outstanding way to industrial, mechanical, or factual knowledge, he becomes relatively unimportant. Since no Negro, in his few short years of freedom, has performed these epoch-making feats, the whole group becomes a nonentity in the eyes of the students.

That science is tremendously important in our age, none but a fool will deny. What we can point out, however, is that our science teachers, with few exceptions, have never utilized what there is in the subject to develop racial respect and appreciation. First of all they have accepted without question that there is nothing emotional about the subject. They have been so completely carried away with their philosophy of universal objective fact that they have failed to perceive that the science of the white world is based on a bed rock of emotions as true to them as Newton's laws of motion. It is sufficent for our purpose to indicate two. One deals with a fundamental respect for their own people built on faith, and the other with the assignment of a rigid place to Negroes in the general scheme of things. They may be able to split the atom; but they cannot split themselves from these emotional attitudes; and no scientific law or principle has gained widespread acceptance in fact that flies in the face of either. I have only to cite the infinite trouble

Moses Young Photo

Howard university conferred the honorary degree of doctor of music upon Miss Marian Anderson. The great contralto is shown shaking hands with President Mordecai W. Johnson while Dean Lula V. Childers is about to place the hood on Miss Anderson

Negroes have of gaining admittance to some American colleges headed by eminent scientists; or into some hospitals completely staffed by them to prove the second of my contentions.

Fail to Utilize Science for Race

Now granting our axiom that it is a cardinal duty of education to teach students to respect their kind, what could Negro science teachers do with an admittedly objective subject to help? Surely there must be some scientific data and concepts that favor the Negro and teach him that his is not the most despicable race in the world. Still further there are any number of pseudo-scientific statements floating around that could be easily refuted with a little research. Since knowledge can be taught from many points of view, why not this emphasis?

What contributions Negroes have made could come in for serious and thoughtful attention. I have talked to many science teachers who dismiss Dr. George Carver as a scientist of importance because he does not follow the usual cut-and-dried procedure of the laboratory method. With Dr. Carver's distinguished record of achievement, if it is true he does not follow the usual scientific method, I am sure if he were of another race, his fellow workers would be hailing him as discovering a new and important scientific technique. As for Dr. E. E. Just, despite the fact that he is generally recognized as one of the greatest living biologists, how much of his researches are taught to Negro students? I have asked several teachers to explain to me Dr. Just's new theory of life. Although they could rattle off the accomplishments of many fifth rate scientists of other racial groups, they were as hazy as I about what he had done, mainly because they regard it as relatively unimportant.

It is thus easy to see that since science has supplanted religion as the dominant subject in our colleges, it cannot escape a great deal of the onus of destroying the young Negro's faith in the importance of himself and his race. And it is a point worth emphasizing before we go on: regardless of its importance to other groups, to Negro parents, science nor any other subject is of value if it is going to teach their children a contemptuous indifference to the race from which they come. True education should create in a student a pride in himself and his racial group, and inspiration to go forward and succeed, and not create in him a defeatist complex brought on by shame and disillusionment of race.

Literature Teachers Fail Also

I intimated awhile back that there is a new force coming into our Negro educational systems. Before discussing this, however, let me digress to note that departments of literature and arts have never had a commanding position in shaping our educational policies. It is well and good that this is true, for our racial appreciation would probably be at a lower ebb than under the guid-

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After Jimmy Graduates, What?

By G. James Fleming

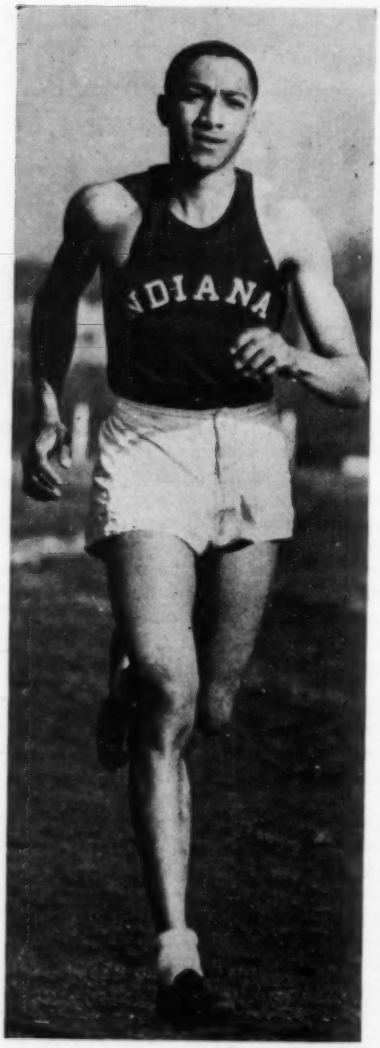
THIS is a story about a chap named Jimmy Smith who has just been graduated from one of America's leading universities,—but it is important only because he represents a thousand other Jimmy Smiths the country over: Young men who have not lived "cream puff" lives on the campus but who have worked their heads off within and without academic halls, on athletic fields, in civic forums, and in the real world that is not inappropriately called the "World of Hard Knocks."

It is men like these who, in times like these, make us sad or give us challenge. Sad, that their opportunities to live and to make a livelihood are so slim; challenge, in that it is up to us to do something about things as they are, to the end that young people of promise will at least have a chance to work, to prove their mettle

The Jimmy Smith of our story was born poor twenty-five years ago and after the best traditions of "rugged individualism," he earned his bachelor's degree in June from the school of business administration at Indiana university, having supported himself totally during his four years there.

But while "working his way," he also accumulated valuable experience—experience which should make it easy for him to get a job. Neither he, nor the other thousand Jimmy Smiths, however, will find jobs easily because we are still in a period of depression (or recession, if you will) and because they are living in a land where being a Negro automatically closes many avenues and countless opportunities. When the employing interviewers come to the campus from Standard Oil, Western Electric, General Electric, United Fruit Company, the big finance companies and the nation's premier department stores, the farthest things from their minds is a Negro filling any of the positions in their organizations.

These interviewers and their superiors may know of Jimmy Smith as a member of the All-American Cross Country team, as co-captain of the Indiana cross-country squad, as twice world record breaker on Indiana's relay combinations, and as one of the main attractions at recent Penn Relay extravaganzas. They might have even cheered for the fleet-footed "brown boy" or "dusky flash," but when it comes to giving him a job in keeping with his training, it's thumbs down. It can't happen here.



JIMMY SMITH
University of Indiana graduate

Jimmy (his parents named him James T. Smith) has to his credit two year's experience as a paper boy; three years as a caddy, one summer as a manual laborer, one year as a grocery clerk, two years as a clerical and maintenance assistant of halls and commons at the university, two summers as clerk in the athletic department, and one year in each of the positions of treasurer, secretary and house manager of his fraternity.

Despite his bread-and-butter occupations and the time he gave to athletics, he was graduated in the middle third of his class, with an average just below "B." Further proof that he has "what it takes," scholastically and otherwise, is attested by the fact that "Blue Key," upper classmen's fraternity, selected him as one of seventeen "most outstanding freshmen"—and this is something coming from around Bloomington. For campus leadership, scholarship, racial advancement and promise, he was also awarded the Kappa Alpha Psi fraternity gold achievement key in 1936.

Track Star

Jimmy Smith attended high school at Evanston, Ill., where he had a mediocre record in track, but he gained national prominence as a freshman when he won the National Junior A.A.U. cross-country run.

Two springs ago he defeated Don Lash in the mile run in the Indiana State Intercollegiate track championships, setting a new state record of 4 min. 11 seconds, to take his place behind the best milers in the country. He placed second in the National A. A. U. track meet to Glenn Cunningham in the 1500-meter run last summer.

Running on Indiana's four-mile and distance medley relay teams, both of which established new world's records season before last, he was picked as one of the members of the Big Ten all-star track team to compete against the best men of the cinder path from the Pacific Coast.

Last Fall, Smith made first place in three of Indiana's dual cross-country meets and won the individual championship in the Central Intercollegiate Meet, tantamount to the collegiate championship. In March he broke the Big Ten record for the two-mile run, and in April at the Relays anchored the winning Indiana relay quartet.

Popular on his campus, Smith was ever mindful that he was representing both himself and the Negro race. Once he remarked:

"Some people think it is old-fashioned to feel that I am working both for myself and my race, but I know too well that as much applause as I get when I turn in a good performance, the least slip will not only make it hard

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Editorials

In 72 Hours

JULY 1 had barely come and gone, bringing editorials in the daily papers hailing the absence of lynchings during the first six months of the year, when mobs in Mississippi and Georgia cut loose and shot and burned two Negroes within the space of 72 hours.

Mississippi, as is fitting and proper, led off. Mississippi has had more lynchings than any other state—595 since 1882—and the state just could not see its way clear to having a clean slate in 1938. Georgia, also, maintained its reputation by following Mississippi closely in 1938 as it has all through the years. Georgia has the second greatest number of lynchings since 1882—572.

It will be remembered that during the filibuster against the federal anti-lynching bill in the Senate the first six weeks in 1938, Mississippi's Senator Pat Harrison made a speech against the bill, saying lynching should be left to the states. Georgia's senior Senator Walter George also opposed the bill. Furthermore, Governor Hugh White of Mississippi and Governor E. D. Rivers of Georgia both sent telegrams to Senator Kenneth McKellar of Tennessee, opposing the federal bill and pledging to do all in their power to stop lynching.

Since the Rolling Fork, Miss., lynching July 6 and the Arabi, Ga., lynching July 9 the senators and governors of the states concerned have said "not a mumbling word." The states are up to their old trick of handling lynching "in their own way," which is to give the green light to mobs, with a promise in advance that nothing will be done against the perpetrators of mob murders.

If lynching is to be stopped, the federal government will have to stop it.

Hurting Our Champions

THERE is no necessity for the near-riots and destructive hilarity of colored people after victories of Joe Louis or Henry Armstrong or John Henry Lewis. It is perfectly natural that they would rejoice in these victories, but they can express themselves with some restraint. The three young champions are fine young men, examples of modesty. They are gentlemen in and out of the ring. It would be a pity if their mastery of boxing and their temperate, sensible behavior were to be nullified by the hoodlum demonstrations of their own people.

Joe and Henry are American champions, as fine champions as any other race has produced for our common country. It does not help them or the race for some crazy, street corner mob of Negroes to stop automobiles, insult and beat up lone white people who happen to be in the neighborhood, commandeer buses, taxicabs and trolleys, and act generally like a bunch of kids on a football game spree.

The late Arthur Brisbane of the Hearst papers rode through Harlem after the Louis-Baer fight and wrote in his syndicated column the next day about the danger of having a black champion. Negroes rose up in anger and called Brisbane a Negro-hater. Their conduct following the Louis-Schmeling fight gives point to what Brisbane wrote.

We want to share fully in American life. We want to have unfair barriers removed. We want a chance to achieve according to merit. But we must always remember the corollary: we must also show that we can shoulder the responsibilities of full citizens. We must act like citizens, not like irresponsible children. Whether they sought to do so or not, our fighters have built up a tremendous lot of good will for their race. Let's not tear it down.

James Weldon Johnson

THE clearest picture that remains of James Weldon Johnson for this writer is that one on a hot Sunday afternoon in August, 1923, in Kansas City. Mo. The N.A.A.C.P. was holding its annual conference in Kansas City, Kans., but had come across the river to the Missouri city to Convention Hall for its big mass meeting.

In those days the conference opened on Thursday and continued until the following Tuesday. By Saturday, the discussions had proceeded to the point where *The Kansas City Star,* leading daily of that section and of the nation, felt it imperative to carry an editorial warning that the N.A.A.C.P. was too militant and aggressive and that its conference revealed (to *The Star*) that it was not attacking the race problem in the right way. *The Star* was all for the method of conciliation, compromise, and "co-operation" with whites.

More than 13,000 persons packed Convention Hall that Sunday literally to the steel rafters in the topmost gallery. There was a tenseness in the air. *The Star* was, and still is, the bible of public opinion in that city and area. Kansas City was, and still is, pretty much of a jim crow town. "The white folks" speaking through *The Star* had rebuked a visiting convention and its leaders. What were the leaders going to say or do? Specifically, what was James Weldon Johnson, the national secretary, going to say?

Johnson had a prepared address for that meeting. It was the big meeting of the conference. It was his "spot." But he put his manuscript aside, removed his glasses, and, extemporaneously, in impeccable English, devastating logic, withering sarcasm, and biting irony, laid *The Star* and *The Star's* philosophy low.

Here was this multi-talented man in one of his best moments—as a champion of his people. Here was the answer and the man for which the colored people of Kansas City were hungry. Here was a man, not ranting, or merely "sassing," but saying beautifully and completely what each one of his hearers deep down in his heart wanted to say, but could not. Here was Weldon Johnson in his best role—that of fighter for his people, interpreter of their aspirations, ambassador from them to both friendly and hostile courts of white public opinion.

Johnson lived to see *The Star* alter, at least, its news and editorial policy toward colored people, if not its basic philosophy on the way to solve the race problem. He lived to be interviewed by *Star* reporters, to see his picture and those of other Negroes in the columns where no black face (except Booker T. Washington) had ever been before, to read a three-column feature article on him and his work in that same *Star*. He could not read, during the last week in June, the front page story of his death in *The Star,* or the paper's editorial appraisal of him.

He was a fine, cultured, modest, sensitive, talented gentleman. He was an engaging and charming companion and conversationalist, discoursing as easily on world problems as on the grain of one of his favorite pipes. For four years it was the privilege of this writer to have his counsel and assistance in maintaining the editorial policy of THE CRISIS. As rare and valued as this association was, as stimulating as his charming manner was in his informal moments, as touching as was the beauty of some of his writings, the great memory that remains of a great man is of his unending and uncompromising championship of his own people.

Self-Contempt

(*Continued from page* 263)

ance of the scientists. Having once worked in the field, I sincerely wish I were mistaken; but it is my impression that our teachers of literature, as a whole, are even more convinced that Negroes haven't produced anything worthy of emphasizing in the teaching process. Some argue that there is no such thing as Negro literature, there is the Negro in literature. They see no paradox when a moment later they wax eloquently over English literature, French literature, American literature, and the various divisions of sectional literature. A great number of our schools consequently have no courses in the subject.

A large number of English teachers are specialists in the works of minor English writers like Shenstone, Crabbe, Leigh Hunt, Trollope, Skelton, or Ford. They see clearly the need for studying the minor writings of English literature as a background; but see no corresponding need to study the beginning efforts of Negroes. A remark I've heard frequently is: "Negroes ought to learn to write and stop cluttering up the market with trash." This, too, despite the fact that a student has merely to glance at the nearest newsstand to observe the "superlative" literature which forms the background for a Sinclair Lewis; or thumb the pages of a catalogue of Samuel French's in order to see what it takes to make an O'Neill. People learn to write by writing. So why should Negroes be advised to wait to write masterpieces before publication when no other race has ever done this?

Dr. DuBois is a recognized master of English expression. He writes prose as well as any man living. How many of his essays are assigned for freshman reading? Would not a collection of the best essays and short stories written by Negroes serve the same educational purpose as some of the fourth rate anthologies now in use? If it is conceded that students should study such poets as Carl Sandburg, Robert Frost, and Amy Lowell, why should Claude McKay, Countee Cullen, and Langston Hughes be omitted?

It is obvious, of course, that the above criticism does not apply to all English teachers. Benjamin Brawley, James Weldon Johnson, Sterling Brown, Dr. Lorenzo Turner, and to a lesser extent teachers like Arthur Davis, and Melvin Tolson are conspicuous exceptions. Moreover many teachers teach in departments of several members where the natural division of the work precludes any great amount of time devoted to Negro authors. When all just allowances are made, however, the indicated state of affairs is far too prevalent.

Negro Musicians Different

As a contrast to this in the field of the arts, Negro musicians have never been too wrapped up in the works of Bach, Wagner, Beethoven and other musical geniuses to devote time and study to compositions of their own people; and it is for this reason we have had for a long time artistic songs and musical shows. Here of late we can see the results of this program. Classical compositions, oratorios, symphonies, and operas of a very high quality have been composed. Instead of being the passive agent copying all about it as many other subjects, Negro music from the beginning has been the active one. That is why it is the most important element in our native American music.

Drama is a new department pushing its way into the art program of our schools and colleges. It is too recent to be certain of its direction. There is considerable evidence, however, that many of the directors are too busy producing the classics and Broadway successes to have time left for the feeble efforts Negroes have made to express themselves in this medium. They have been encouraged in this by the vocalized yelping of some of the pseudo-cultured members of the audience who don't like Negro plays. They fail to realize that there are enough people genuinely interested in the development of the art to offset this vociferous few. A well-balanced program of classics and modern plays can be given during the season and at the same time leave a place in the schedule to encourage our own playwrights with a production or two. Anyway it is becoming necessary for our dramatic teachers to make a serious decision: to travel the high road of the Negro musician and have something original and worthwhile to show in the next few decades, or follow exclusively the way of other races and have nothing in the end to exhibit as the Negroes' contribution to a great art.

We need go no further in this. This digression on literature and the arts was made to draw this conclusion: Negro parents would prefer their children learning only the so-called minor work of our own writers and artists accompanied by racial appreciation and respect than have them cognizant of all "the glory that was Greece and the grandeur that was Rome" followed by a patronizing attitude towards all racial efforts.

Now to get back to our chronicle. Since the depression, the social sciences have been forging their way into a position of considerably more importance and seem destined ultimately to supplant the natural sciences as the dominating factor in Negro education. Considered from the standpoint of our subject, this is a worthy development; for we have in the various social studies a group of distinguished scholars and thinkers who are convinced that scholarship and good teaching do not consist in teaching our students exclusively the great contributions of other races; but that Negro life, Negro character, and Negro problems constitute as rich a field for study as any other racial group. Our students are thus, at present, learning more about their own people in a favorable light than ever before in our educational history. I have heard frequently students coming from classes making such comments as follows: "The African tribes are not as dumb as we thought. Their communal system where everybody eats when there is anything to be had is much better than our capitalistic system where some eat and the others starve."

It is outside the scope of this article to discuss the works and contributions of this distinguished group of teachers. Cataloging is bad, I know; but it may be indulged in here to suggest the growing power and influence of this division of study. In sociology we have: Dr. Charles S. Johnson, Dr. E. Franklin Frazier, and Ira De A. Reid; in education: Dr. Ambrose Caliver, Dr. Charles S. Thompson, Dr. Horace Mann Bond, and Dr. D. O. W. Holmes; in history: Dr. Carter G. Woodson, Dr. W. E. B. DuBois, Dr. Charles Wesley, and we might mention a rising young hopeful, Lawrence D. Reddick, who believes that the collection of the testimony of ex-slaves is not only important, but scholarly; in economics: Dr. Abram Harris, and Dr. Robert Weaver; in political science: Dr. Ralph Bunche; in social anthropology: Allison Davis; in physical anthropology: Theodore Hansberry; in social work: Forrester B. Washington; and if we can include philosophy: there is, of course, Dr. Alain Locke. In such a brief list, many important names must necessarily be omitted. These are sufficient, however, to suggest that in the various fields of the social studies, we have a tremendous wealth of scholarly minds who consider their own people worthy of their best efforts and study.

We can state with some degree of assurance, then, that the growing influence of the social sciences and the rising circulation of our magazines and newspapers are the most hopeful signs that Negro students in the future will not be educated away from the racial group. I am not including the arts

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From the Press of the Nation

Editorial of the Month

Oswald Garrison Villard's column, "Issues and Men"
In the *Nation* for July 9, 1938

THE tragic and needless death of James Weldon Johnson has brought grief to me as to thousands of others. It was only the other day that I had lunch with him at a committee meeting in relation to the World's Fair. I am happy to recall that I told him as we parted how greatly I missed seeing him regularly and begged him to call me up when next in town so that we could have a real communion: "There are so many, many things I want your judgment on and the years are passing so quickly." He promised—but will now never keep that promise. Some may say: "Well, he was sixty-seven and had had a fine and interesting life." Yes, but that is the wrong way to look at this disaster. Johnson was much too young to lose, and the country—both whites and colored—could not afford to spare him, for there are too few comparable with him. He was not old. As we shook hands the last time he seemed not a day older than in those years when he and I and many others were working together in the National Association for the Advancement of Colored People.

What a life he had lived! He was successively a high school teacher and principal and then a popular song writer—as the *Times* put it: "From 1901 to 1906 the Johnsons were the top-notch composers of American popular music"—he and his brother, J. Rosamond Johnson. They were almost on their uppers in New York when they had the inspiration to turn the melody of an old hymn into what became a great hit. On the proceeds of one of these songs, something like $10,000, they cut loose and went to France, where they lived the life of the gayest dogs until the last cent was gone. Then they came back to do some more songs and replenish their purses. Next Theodore Roosevelt appointed James United States Consul at Puerto Cabello, Venezuela, and later he served at Corinto, Nicaragua, succeeding amazingly well in both posts, especially when the customary Nicaraguan revolutions were on, in which the official records prove, he showed rare nerve and tact.

Thereupon he turned writer and made a sensation with his anonymous "Autobiography of an ex-Colored Man," reprinted over his name in 1927. Poetry came next; all told there are three volumes. He also published "The Book of American Negro Poetry," "The Book of American Negro Spirituals," and the "Second Book of Negro Spirituals." Finally there appeared his modest and in spots thrilling autobiography "Along This Way," and "Negro-Americans, What Now?" For years he was the able secretary of the militant N.A.A.C.P., fighting the battles of his race and, since 1930, in calm waters, professor of creative literature at Fisk University in Nashville, Tennessee, and also visiting professor of literature at New York University.

Always he was supremely modest and usually of quiet demeanor until he was aroused. There was nothing servile but also nothing aggressive about him. He was an American citizen who did not have to take his hat in hand to anybody; who knew his rights and his duties. He was the personification of good manners and courtesy, whether receiving a president of another republic, or American naval officers, astounded to find a Negro who spoke both French and Spanish in charge of an American consulate, or some ill-mannered, overbearing Southerner. But there was a limit beyond which no man could go with him and not pay well for it. He could fight. Here was no coward, no toady—just a fine gentleman, as well bred and cultured as any man who ever came out of a southern manor-house, or a mansion on Washington Square.

He knew life in its every phase, white and black, and saw through it. No race bogy, none of the Aryan stuff about the white man alone being able to rule, bothered him. He knew too much about that rule and the morals of his conceited white brethren. He merely sat with controlled face, laughing within, never discouraged or without hope of a better world, with a judgment sane, calm, and detached. I always felt his sincerity as I did his courage; and how I loved his laugh! His sense of humor served him no end. When boorish white men lectured and condescended to him I think it was harder for him to control his risibles than his ire.

Southerners constantly say to me: "You do not know the Negro problem because you have not lived in the South." My answer is: "*You* cannot know the Negro problem because you have not lived in the North and known on terms of absolute equality James Weldon Johnson, Leslie Hill, Walter White, W. E. B. DuBois, John Hope, the college president, Col. Charles Young, West Pointer, A. Philip Randolph"—but why go on? The list is long and growing. The Southerner knows the Negro of the past; I know him of the future. No one on that list today is more charming, more versatile, more of life and more against it, none wiser or more philosophical than was James Weldon Johnson. He knew Prejudice, looked it squarely in the eyes—and conquered it.

The drums of the Civil war beat their last tattoo this week. On Gettysburg battlefield, a few old men who once were the flower of the Federal and Confederate forces were assembled. To the materially minded who think of greatness in terms of Babylon's walls, or Hitler's goose-stepping millions, this gesture to sentiment is of small importance. But the still small voice of goodwill is louder in time's microphone than the cannon's thunder.

Essentially, the Civil war was a truggle over labor policies. The North and West with their free labor were not willing to compete against the slaves of the South.

What fate would have come to a divided nation one can only guess. But in this day when the struggle for commercial mastery makes boundary lines of small moment, every day observation makes it seem likely that the South and the North, had they divided, would now be at each other's throats in a more deadly struggle than that of '61—*The Call*, Kansas City, Mo.

Breaking his pledge not to interfere in the internal affairs of Austria, Adolph Hitler, German dictator, marched triumphantly into Austria and proclaimed it a Nazi state. . . .

To the ordinary man in the street, the events transpiring in Central Europe, are of little significance. He is too busy struggling for bread and butter to be concerned about world affairs. Yet, some way must be found to educate him into the meaning of such important events across the Atlantic. . . .—Norfolk, Va., *Journal and Guide*.

Those who will not tell you of your defects or deficiencies, are not generally so secretive in their conversations with others.—The Cincinnati, O., *Union*.

The Most Neglected Area in Negro Education

By Benjamin E. Mays

DURING the past quarter of a century theological education among Negroes has been almost wholly neglected. While noble-hearted philanthropists have given millions upon millions for the purposes of building class A colleges and universities with the result that we have approximately 23 class B colleges and 20 class A colleges for Negroes, nothing significant has been done to improve the physical needs of Negro theological seminaries, and only a meager sum has been spent to improve the quality of theological teaching. Nothing outstanding has taken place in the theological training of Negroes in fifty years. The million dollar library of Howard university, now in process of completion, probably represents many, many times the amount of money spent for the physical improvement of all theological education among Negroes since 1912. In the years following the emancipation, religious education for Negroes was a dominant emphasis, and Negro and white leaders were deeply concerned about the religious and spiritual development of the newly emancipated people. At the present moment it seems that neither Negro leaders nor philanthropists are seriously concerned about this phase of the Negro's education. It is now time that we put forth every effort to bring theological and religious education among Negroes up to the standard set for colleges and universities.

The academic and cultural level of the Negro is being rapidly raised as evidenced by the fact that more Negro men and women were graduated from college in the two years from 1936–37 than in the eighty-nine years from 1820 to 1909 inclusive—3,856 between 1820 and 1909; and 4303 in the two years 1936 and 1937. Only an enlightened ministry will be able to command the respect of the trained Negro. We are training Negro men and women away from respect for an untrained ministry, and we are training them away from religion as presented and interpreted by an inadequately trained clergy. Despite this fact, we have done all too little to prepare a ministry that can lead the more enlightened Negro who, in many respects, is religiously illiterate and, for that reason, is often anti-religious. He is frequently able and scientific in his field, but untrained and unscientific in religion. And yet, he often takes the liberty to speak with authority in the field of religion.

We must give attention to the training of ministers and provide trained religious leadership for the race

The cultural level of the Negro masses is also being rapidly raised. Monroe Work points out in the Negro Year Book for 1937–38 that literacy among Negroes has increased from ten per cent in 1866 to ninety per cent in 1937. The motion picture, radio, easy and convenient methods of travel—all these help to make the masses more intelligent and more critical of the kind of message the Negro ministry brings.

A growing number of able Negroes are anti-church and are indifferent to religion not because they will to be that way, but because they feel that we have failed to produce the kind of moral and intelligent leadership which the exigencies of the times require. While many of these young Negroes are not questioning the validity of religion, they are questioning the value and validity of the Christian church. An increased number of vitalized and intelligent leaders would go a long way to save the values inherent in religion and the Negro church.

Religious Training of College Students

Not only is it necessary to train an able Negro ministry, but it is just as important to see to it that the thousands of Negro men and women who graduate from our colleges are religiously intelligent. While scores of white colleges have departments of religion in the undergraduate divisions, very few Negro colleges have courses in religion. Fewer still have adequate courses. The time is at hand when departments of religion should be established in our Negro colleges in order that our students will come out with a genuine appreciation for the ethical and cultural values of historical religion. It is the duty of the seminaries to train men to teach religion in these colleges. One of the greatest menaces to religion comes from teachers of religion who are poorly prepared. Notwithstanding the fact that the oldest Negro colleges, like the oldest white colleges, originated as centers to train ministers, most of the Negro colleges have allowed their departments of theology to trail incredibly behind the other college departments both with respect to equipment and standardization. In most Negro colleges that claim to give theological training the department is so far below, in actual academic quality, other departments such as biology, chemistry, mathematics, social science, and the like, that the departments of theology are not respectable. Seminaries should train able men to teach religion in Negro colleges.

Another great menace to real religion comes from scholars in scientific fields who are brillant in their area, but who are virtually illiterate in the area of religion. The average college graduate has nothing more than a Sunday school boy's interpretation of religion—a boy whose interpretation of religion was received from a seventh grade person in a church school, or from a college graduate who has had no training in religion. Since this adolescent view of religion fails to harmonize with knowledge gained in other fields, he often attempts to disregard as valid the whole of religion.

The student goes to college, and during the four years he has no work in religion. He graduates from college, goes to professional school, goes out into the world, and makes a name for himself; but it is still true that he has no intelligent comprehension of the history of religion and no appreciation for the development of ethical and moral thought as set forth in Christianity. Though he may know practically nothing about religion, he often speaks with authority in that field frequently to the detriment of young minds who are unable to view critically what their teachers hand out to them from day to day. In case such a teacher is anti-religious, much damage may be done to prejudice the students' minds against all religion. Our seminary must be in a position to train men and women who are able to present religion in a true light in the midst of anti-religious forces. We must insist that our colleges and universities give their students a chance to know something about religion just as they give them a chance to know something about such disciplines as philosophy, sociology, psychology, biology, physics, chemistry, and mathematics.

Inez Delores Jenkins
Honor Student
Dillard

Harold T. Pinkett
M.A.
Pennsylvania

Samuel P. Massie
Ranking Student
Arkansas State

Luther L. Henderson
M.A.
Columbia

K. Lorraine Smith
Ranking Student
Cheyney

Training of Ministers Lags

Mays and Nicholson estimated in the 'Negro's Church" that only 27.7 per cent of Negro urban pastors in twelve large cities are graduates of either college or seminary, 72.3 per cent of Negro urban pastors having neither college nor seminary training.

The average training of the Negro minister is far below that of the white minister. Fry points out in "The United States Looks At Its Churches" that 80 per cent of white urban ministers and only 38 per cent of Negro urban ministers are graduates of either college or seminary; and that 47 per cent of white rural ministers and only 17 per cent of rural Negro ministers are graduates of either college or seminary. Of the white ministers 33 per cent, and of the Negro ministers, only 7.4 per cent claimed to be graduates of both college and seminary.

There should be at least two or three outstanding graduate schools of religion for Negroes in the United States. It is quite all right for Negroes to attend northern seminaries. This should always obtain. But our brilliant students should go to Yale, Harvard, Union, Chicago, Oberlin, and Andover-Newton not because Negro seminaries are inadequate; they should go there because they choose to go. As long as brilliant Negro students seek the northern seminaries because Negro seminaries are poorly equipped, we are forcing them to do what they should be free to choose to do.

Notwithstanding the fact that the Negro ministers, as a group, have lost prestige, *it is still true that the Negro minister is the most significant leader of the Negro masses. This being true, the best trained men and women* should be the leaders. Therefore, the next great advance in Negro education should be in the direction of improving the religious and theological training among Negroes.

Intelligence is the Torch of Wisdom

DELTA SIGMA THETA SORORITY, an organization of College women, founded at Howard University, has, since it received its charter in 1911, grown to more than 100 chapters and has several thousand members throughout the United States. In connection with its movement to sponsor higher education among women through its annual May Week, and granting of scholarships by local chapters and Grand Chapter, the members of DELTA SIGMA THETA take an active interest in the community life. It supports the N.A.A.C.P. because of the political fight it is waging for the Negro; the Urban League because of its economic fight for our race, and the Association for the Study of Negro Life and History for its efforts to disseminate the news of the progress and achievements of the Negro. Through its Vigilante Committee Delta keeps abreast of "The March of Time" in order that every effort may be made by its members to advance the race, thus

Compliments the N.A.A.C.P. on its Education Number of "THE CRISIS"

Along the N.A.A.C.P. Battlefront

A Fine Conference Held in Columbus

WHILE the twenty-ninth annual conference of the N.A.A.C.P., held in Columbus, Ohio, June 28 to July 2, inclusive, was not the largest on record in point of attendance, it was declared by most delegates and visitors to have been the best conference held, certainly in the last ten years, by the association.

The 1937 conference in Detroit had more than 200 more delegates than the Columbus gathering, but what Columbus lacked in numerical strength, it more than made up for in the keenness of the discussions, the large daily attendance at all sessions, and the actual work done on the problems affecting the race.

The conference opened the night of June 28 with welcome addresses by Barbee Wm. Durham, vice-president of the Columbus branch, and Mayor Myron B. Gessaman. The addresses of the evening were delivered by Walter White, N.A.A.C.P. secretary, and Dr. T. V. Smith of the department of philosophy of the University of Chicago and an Illinois state senator. Dr. Smith originally was scheduled to speak Wednesday night, but because Senator Wagner was detained in Albany by constitutional convention business and thus could not speak as scheduled on the opening night, Dr. Smith kindly consented to change places with the Senator.

Dr. Smith, a native of Texas and a graduate of the University of Texas, urged colored people to use politics to secure their rights. He made a vigorous defense of politicians and political machinery, declaring that in a democracy it was the best means of securing the rights of minorities. Speaking as a Democrat, he warned colored people against switching their voting strength entirely from the Republican to the Democratic party, pointing out that if the Democrats ever reached the point that the Republicans had reached where the latter were able to count the Negro votes as a "sure thing," the Democrats would treat the Negro in just as shabby a fashion as the Republicans had. He declared colored people should express themselves in all political parties and should use their voting strength for the advantage of themselves and their class.

The Wednesday evening session featured a speech by Dr. Charles H. Wesley of Howard university and an address by Senator Wagner. Dr. Wesley reviewed the union labor movement and its relation to Negro workers. He urged the abolition of color line in union labor and asked colored people to support and join labor movements which did not draw the color line. Senator Wagner touched once again upon the fight for a federal anti-lynching bill and pledged himself to continue the fight until a federal law was enacted. He touched, also, upon housing and its benefits to colored people and briefly upon labor laws.

Mrs. McGhee Steals Show

The high-light of the evening, however, was the talk of Mrs. Henrietta McGhee, of Memphis, Tenn., a member of the Southern Tenant Farmers Union, who told of her eviction, arrest and imprisonment in eastern Arkansas, following the death of her husband, simply because she asked for one dollar per hundred pounds for picking cotton. Her simple story, told without any oratorical flourishes, gripped the audience and moved Senator Wagner to remark that her story was the most touching he had heard in his many years of public life.

Dr. Charles Edward Russell, one of the founders of the N.A.A.C.P. and member of the board of directors, who has given much study to textbooks and histories of the Civil War and Reconstruction periods, held a packed audience spellbound Thursday night, June 30, with his analysis of the manner in which textbooks used in the public schools have omitted or distorted or absolutely falsified the accomplishments of the Negro in this country. Dr. Russell challenged the delegates to go back home, secure lists of books used in the schools, examine them and file protests with boards of education, school officials, and others. At this session, which was designated as youth night, the other speaker was Lester B. Granger, of New York, who spoke on "A Challenge to Youth."

Aubrey Williams, Deputy WPA administrator of Washington, D. C., and Dr. Mordecai W. Johnson, president of Howard university, made the principal addresses at the closing mass meeting Friday night, July 1. Mr. Williams reviewed the philosophy of the government in Washington and told something of the WPA program. He warned colored people of the danger of the growth of a dictatorship in this country. He said colored citizens should keep their eyes on the economic and industrial order in this country because dictatorships elsewhere had been preceded by the collapse of economic structures.

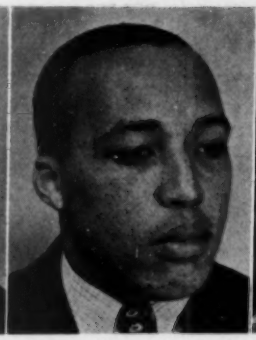
Dr. Johnson, in one of his moving orations, traced the growth of liberty for colored people in the United States and told of the part played by the N.A.A.C.P. in trying to secure the citizenship rights of the race. He urged his hearers to go forth and seek the "second emancipation," bearing in mind the struggles and conquests of the first seventy-five years, and contend uncompromisingly for full justice.

During the evening the N.A.A.C.P. merit medal was presented to Mrs. Enolia Pettigen McMillan, of Baltimore, for her work in the state of Maryland for equalization of teachers salaries. Mrs. McMillan is president of the Maryland Education association and an active member of the Baltimore branch of the N.A.A.C.P. The presentation was made by Walter White.

The death of James Weldon Johnson came as a shock to the entire conference. When the funeral hour was set in New York, a memorial service was arranged by the conference to take place in Columbus at the same hour. The business of the conference was suspended at 10:50 a.m. and the memorial service started promptly at eleven o'clock. The opening prayer was by the Rev. James H. Robinson. Dr. William C. Anderson, of Columbus, sang a tenor solo, "Going Home." The Rev. J. Raymond Henderson, of New Rochelle, N. Y., read "Go Down Death" from "God's Trombones" by Mr. Johnson. The eulogy was delivered by William Pickens, director of branches of the association, after which the audience sang "Lift Every Voice and Sing." The benediction was a recitation in unison of a quotation from "Negro Americans, What Now?". Members of the board of directors who were present in Columbus sat on the platform. These included Bishop John A. Gregg who so seldom

Grace Cynthia Hunter
Summa cum laude
Miner Teachers College

Marion LeRoy Fleming
Summa cum laude
Johnson C. Smith



Herbert Archie Marshall
Summa cum laude
Virginia Union

Juanita E. Lemmons
Bachelor of Education
U. of California at Los Angeles

Johnnie Marie Van Zandt
Highest average
Wiley

Helen Louise Lewis
Honor student
West Virginia State

Johnnie Maye Brown
Honor student
Tuskegee

Lillian Beatrice Ray
B.A.
Colorado

Theodis Weston
Honor student
Spelman

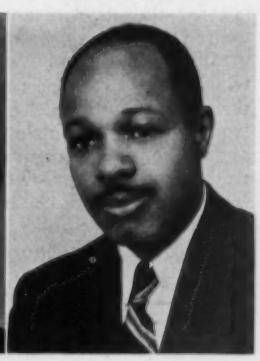
Rachel Louise Bassette
Honor graduate
Hampton Institute

Elaine E. Douglas
B.A.
Le Moyne

Margaret Johnson
Youngest Graduate
Indiana

George M. Branch
Cum laude
Virginia Union

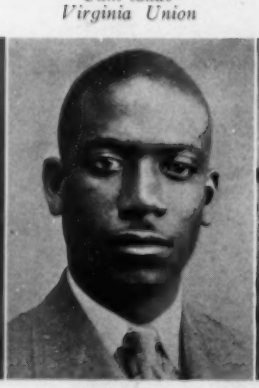
Josephine Haynes
Honor Student
Kentucky State



Clarence Oliver LaGrone
B.A.
New Mexico

Sophia P. Nelson
Honor Graduate
Pittsburgh

Clema Rose McKamey
Ranking student
Knoxville



John William Harris
Honor student
Paine

Annie L. Jackson
Valedictorian
Morris Brown

Isaac Henry Miller, Jr.
Honor graduate
Livingstone

has an opportunity to meet with the board.

The daytime sessions were given over to the following topics: Danger Spots in the WPA; Political Action for the Negro; Economic Security; Labor Legislation; Inequalities in Public Education; and N.A.A.C.P. Organization Problems. Some of the discussion leaders were: Alfred E. Smith, Washington, D. C.; Charles H. Houston; J. S. Collins, Richmond, Va.; J. S. Carrington, South Boston, Va.; Dr. Robert C. Weaver, Washington, D. C.; Lester B. Granger; George Cohron, New York City; Gloster B. Current, Detroit; Dr. Charles H. Thompson, Washington, D. C.; and members of the N.A.A.C.P. national staff.

The youth section of the conference held separate sessions in the morning, but met with the adult delegates each afternoon and evening. (See youth council news.)

At the Saturday morning business session, a life membership medal was presented to Miss Eleanor Alexander, of Cleveland, who has become a life member through paying in the sum of $500. The Saturday session was given over exclusively to business. The first item was the decision to continue holding annual conferences instead of biennial gatherings and the 1939 conference was voted to Richmond, Va. Los Angeles, Calif., and New York City also bid for the 1939 meeting. The second item was the election of conference members on the nominating committee which names members of the board of directors. Gloster B. Current, of Detroit, Dr. J. M. Tinsley, of Richmond, and Jesse G. Dickinson, of Columbus, were elected. They will meet in New York with the other members of the committee in the fall.

The resolutions adopted at the Conference will be in the September issue.

Mary E. Forbes
Ranking Student
Tennessee A. & I.

George Edmund Haynes, Jr.
B.S.
Wilberforce

Lulu Mae Williams
Honor Student
State A. & M. College, S.C.

Branch News

Lawrence H. Lightner, a member of the board of directors of the N.A.A.C.P. and head of the American Woodmen with headquarters at Denver, Colorado, delivered a stirring address to the members of the **Pueblo, Colo.**, branch on Monday evening, May 15, in the interest of the annual membership drive.

The **New Bedford, Mass.**, branch of the N.A.A.C.P. is doing a very efficient work under its newly elected staff of officers headed by Fred D. Bonner as president. The constructive type of programs presented at the regular monthly meetings have attracted splendid audiences as well as caused favorable publicity in the local papers. Outstanding work has been done by the labor and industrial committee. This committee has canvassed districts in which there are a large number of colored people and has petitioned for positions in stores where the majority of colored people trade. The committee has also attempted to retrieve many of the jobs formerly held by Negroes in public and private enterprises in the community. An office will be established in the near future for this purpose. The branch has also petitioned to have a Negro appointed to the local industrial Planning Board. It is believed they will be successful in this attempt.

The fourth annual convention of the **Oklahoma State Conference of Branches** held in Muskogee, April 28–29, broke all records for attendance and finance. Delegates from fifteen branches attended. The convention was addressed by Walter White, executive secretary, who flew to Muskogee from Columbus, Ohio. Cecil Robertson, head of the **Muskogee** branch, said that 125 members were added to the rolls during the membership drive.

Despite the fact that many of the **Lake County, Ill.**, branch members have been hit by the wave of unemployment, the branch continues to function in an efficient manner. Through the members and in a petition directed to the city council, the local branch recently rebuked Alderman Anton Urban for his insulting language used in describing colored people in a recent council session.

The **Bryn Mawr, Pa.**, branch has had a very active year. A successful membership drive has just ended. A cup presented to the branch by Moore's Pharmacy for the highest number of members brought in by any individual, was awarded to Mrs. Nolan Atkinson who reported $88. Mrs. Eleanor Snead was second with $77. On Sunday, May 15, in Roberts Hall, Haverford, Walter White was presented to a large audience.

The **Jamaica, L. I.**, branch, under the leadership of its president, Dr. John A. Singleton, is cooperating with the South Jamaica Housing Committee in the campaign for a slum clearance project in the community. A well-attended mass meeting was held in P. S. 116 on Saturday evening, May 28.

Mr. and Mrs. Lee Townsend, Mr. and Mrs. William Davis, Jr., and Mrs. Delores Hickman were delegates to the **Illinois State Conference** of the N.A.A.C.P. held in Danville on Sunday, May 22.

The **Danville, Ill.**, branch was host to the Illinois State Conference of Branches on Sunday, May 22. Robert B. Turner, president of the branch, was in charge of arrangements. The conference was one of the most successful ever held by the group. In the absence of the state president, Irvin C. Mollison, A. C. MacNeal, executive secretary of the Chicago branch, presided. E. Frederic Morrow, co-ordinator of branches from the national office, was the principal speaker at the evening session held in the Second Baptist Church.

Officers and members of the **Fresno, Calif.**, branch of the N.A.A.C.P. assisted in establishing a new branch of the Association at **Merced** on May 8. A representative delegation from the Fresno branch attended the meeting.

The **Elizabeth, N. J.**, branch ended its membership drive with a mass meeting in the Union Baptist church on Sunday, May 22. Tribute was paid to the retiring president, Dr. James T. Davis and vice-president Miss Marian L. Simmons. These were the first officers elected by the branch and they have held office continuously over a period of ten years. The new officers are: President William H. Brown, M.D., vice-president, I. E. Jones; secretary, the Rev. A. Alexander Lewis; and treasurer, L. Greeley Brown, M.D. At the Sunday meeting there was special music and an address delivered by Dr. Clement DeFreitas, for a long time president of the New Jersey State Conference of Branches.

The **Albuquerque, N. M.**, branch presented Dr. Mary McLeod Bethune, noted woman educator, at a meeting held on May 7 at the First Methodist church.

The **Petersburg, Va.**, branch held its regular monthly meeting May 16 at the Community Center. A summary of the activities of the year was given.

The **Morristown, N. J.**, branch held its regular monthly meeting on Sunday, May 15, in Union Baptist church.

At the regular monthly meeting of the **Dayton, Ohio,** branch held on May 10 at the Y.W.C.A., George Reed was named chairman of the membership campaign which was conducted during the first two weeks of June.

Dr. Errold D. Collymore was tendered a testimonial dinner by the **White Plains, N. Y.**, branch at the White Tower Hotel on May 19. Dr. Collymore was the first president of the branch which was organized in 1935 and he served for two years. He was succeeded by Dr. Arthur M. Williams. At the banquet Roy Wilkins, assistant secretary of the N.A.A.C.P., was the principal speaker. An engraved loving cup from the branch was presented to Dr. Collymore for his outstanding services. On Sunday, May 22, in the County Center Little Theatre the branch presented Walter White as speaker of the day.

N.A.A.C.P. Youth Council News

To Push Registration and Aid Fight on Textbooks

The 160 youth delegates from youth councils and college chapters in 16 states at the youth section of the 29th annual conference in Columbus, Ohio, in their closing business session on Thursday, June 30, voted as their fall program a drive for registration of voters, and a drive to eliminate from public school systems textbooks which give prejudiced treatment of the Negro in American life, either by distortion or omission of facts.

Further, the youth delegates voted to raise $1,500 during the next 12 months to support a phase of the national educational program of the association—the maintenance of Negro teachers who are fired by white school boards because of their activity in the fight to equalize teachers' salaries.

Among the discussion leaders in the youth section of the conference were, Lester Granger, director of Workers Education, National Urban League; Martin L. Harvey, president Christian Youth Councils of North America; Rev. James H. Robinson, National Board of Directors, N.A.A.C.P.; Atty. William T. McKnight, assistant attorney-general of Ohio; J. G. St. Clair Drake, professor of history, Dillard University; Mrs. Daisy Lampkin, field secretary, N.A.A.C.P.; Junita E. Jackson, director of Youth Councils and college chapters, N.A.A.C.P.

The youth section held separate sessions Wednesday and Thursday mornings. Youth delegates met together with senior branch delegates in the afternoon and evening sessions.

Among the issues discussed were civil rights, with an emphasis upon segregation in theatres, restaurants, hotels; inequality of municipal facilities as playgrounds and parks; residential segregation; discrimination at the polls, and the techniques of action, i.e., civil rights laws and the use of them, and registration drives for voters.

In the discussion of the fight for physical security, stress was laid on the techniques which may be used by youth councils and college chapters; i.e., improving National Youth Demonstrations Against Lynching; organizing letter-writing committees and the use of the ballot.

The struggle for job opportunities stimulated a discussion of the work opportunities and the restrictions of them in the N.Y.A., W.P.A., civil service, public utilities, private employment; specific techniques of action; i.e., courts, as in the Ira Collins case; boycott; labor legislation, and labor organization.

MISS JESSIE MADDOX

Miss Maddox, of Birmingham, Ala., won one of the ten scholarships awarded by the national board of the Y.W.C.A. to recent college graduates for further study combined with practical experience in group work. Miss Maddox will be associated, beginning in September, with the South Parkway branch of the Y.W.C.A. in Chicago in training for work with Girl Reserves while studying at the Chicago Theological seminary.

Miss Maddox was a June graduate of Talladega college, Talladega, Ala., majoring in English and social studies. She was active, also, in the Talladega college chapter of the N.A.A.C.P.

Greeted by Mrs. Bethune

Mrs. Mary McLeod Bethune extended greetings to the delegates of the Association in the opening meeting of the youth section Tuesday, June 28.

Miss L. Pearl Mitchell of Cleveland, a member of the national board of directors of the association and adviser of the Cleveland youth council, urged a closer fellowship between the senior and youth members in the association.

Charles H. Houston, special counsel of the association, and the Rev. James H. Robinson, member of the national board of directors, also spoke. Miss Virginia Anderson of the Brooklyn, N. Y. youth council, presided.

Commencement Frolic

As a money-raising venture, the Cleveland youth council sponsored a Commencement Frolic on June 16 in the Roof Garden Ballroom of the Standard Bank Building. The dance was successful, netting the council sufficient funds to cover expenses of delegates to the conference.

When newspapers carried the story that the death sentence of Clarence Norris of Scottsboro fame was upheld in the Supreme Court of Alabama, the council immediately sent telegrams, letters, and cards of protest to Governor Bibb Graves.

Houston Council Aids Assault Victim

The Houston, Texas youth council secured the freedom of Miss Christal Gibson, young Wheatly high school graduate, who was brutally mistreated by an off-duty uniformed patrolman on a Northside bus, then arrested on the charge of disorderly conduct.

W. Jay Johnston, prominent white attorney, and co-chairman of the senior

Greetings
from
Kappa Alpha Psi
Fraternity
to
THE CRISIS
and its
Annual Education Number
1938

Leon Harold McCarroll
Rutgers

Mrs. Robert T. Pinkett
M.A.
Columbia

Cassie A. Redden
Ranking student
Louisville Municipal

James H. Robinson
B.D.
Union Theological

Alma Dunn-Rhodes
M.A.
Columbia

branch's committee on legal redress, was secured by the youth council for Miss Gibson's defense.

As a result, the charge was dropped against her and the offending officer suspended for 10 days by the chief of police, which suspension was ratified by the Houston Civil Service Commission.

In commenting on the action of the officer and the resultant suspension, Commission Chairman Jesse E. Moseley declared, "There's too much of this sort of thing going on in the police department. I think ten days is a short layoff for an offense of this kind."

An editorial in the May 14 issue of the Houston Defender stated that "even the suspension of a white police officer for taking advantage of or beating and maltreating a Negro is something new and novel in Houston, and shows that times are really changing here."

Additional Degrees

In addition to the bachelor degrees listed in this issue and the professional and graduate degrees also listed herein, the following advanced or miscellaneous degrees were conferred by Negro and mixed colleges: doctor of medicine, 2; bachelor of law, 1; doctor of dental surgery, 1; doctor of divinity, 1; bachelor of divinity, 34; master of education, 7; bachelor of education, 8; doctor of veterinary medicine, 5; bachelor of philosophy, 5; bachelor of sacred theology, 5; master of sacred theology, 4; bachelor of music, 10; B.F.A., 2; B.Th., 1; B.S.L., 1; and M.B.A., 2.

Honorary Degrees

Clark university at Atlanta conferred the honorary degree of doctor of science upon Dr. Louis T. Wright of New York.

Smith college in Northampton, Mass., conferred the honorary degree of doctor of laws upon Mrs. Eunice Hunton Carter who secured both her bachelor of arts and master of arts degrees from Smith.

Howard university conferred the honorary degree of doctor of music upon Miss Marian Anderson, the internationally famed contralto.

Douglass university in St. Louis conferred the honorary degree of doctor of laws upon Edward Stanford Williams and the honorary masters degree upon Mrs. Catherine White Williams.

MISS OLLIE J. SIMS

Miss Sims received her master's degree in public health nursing from Columbia university June 1. She received her A.B. degree from Philander Smith college in Arkansas and completed the nurse's training course at Meharry Medical college in Nashville, Tenn., after which she was appointed supervisor of medical wards at Hubbard Memorial hospital there.

Miss Sims was a special nurse for the late James Weldon Johnson during two of his critical illnesses in 1934 and 1937. With his assistance, she secured a fellowship from the general education board to secure her master's degree at Columbia. At the time of the granting of the fellowship, she was obstetrical supervisor at the Flint Goodrich hospital in New Orleans, La. The photograph above was taken by Dr. Johnson himself at the entrance to his summer home, "Five Acres," on Seekonk road, Great Barrington, Mass.

Black Internationale

(*Continued from page 257*)

and yellow men and women were coldly appraising this enforced white ideology and inaugurating a renaissance in opinion of self.

Beginning of Revolt

The World War came. The migration of black southerners to the industrial North, the transportation of millions of brown and yellow and black workers and soldiers to the docks and battlefields of Europe gave new impetus to Negro thought; brought up new ideas of solidarity in the world of color. A quarter million dusky Americans in uniform went to France to be insulted and maligned and returned to be shot down. Millions of others made big money at home. The Wilsonian slogans stirred the hearts and minds of the oppressed Africa and Asia. Dark colonial emigres schemed and planned in the salons and cellars of London, New York, Paris, Bombay, Batavia, Singapore and Cairo. Mahatma Gandhi electrified the world with Non-cooperation. White people were *not* united, the colored world learned, and there were flaws in the armor of imperialism. Spengler and Stoddard wrote gloomily of the decline of the West and the rising tide of color. Soviet Russia, emerging from the slime of Czarism, tossed her bloodstained cap into the international arena professing love for all the oppressed the better to win concessions from their oppressors. Race riots swept over America and occurred elsewhere. American Negroes fought back with the white man's weapons in Chicago, Washington, Longview and Tulsa. Thousands of Indians defied the British Raj and went to jail. In South Africa Clements Kadalie threw down the challenge of organized black workers to the brutal Boers. Four Pan-African Congresses under DuBois

brought together many bright minds of the Negro world.

Black scholars turned to piecing together the Negro's background. Negro newspapers, once mere pamphlets, challenged the best in America and unified the thinking of their people as never before. Black magazines seriously discussed the Negro's place in the world and his relation to other colored peoples. Black lawyers thundered at the bar of white justice. Marcus Garvey stirred the imagination of the ignorant and romantic; fostered pride of color where before there had too often been shame. Dusky surgeons headed hospitals. Businesses sprang up throughout Aframerica attesting to Negroes increasing belief in themselves if nothing more. Again men of color sat in a dozen State legislatures and even returned to the halls of Congress. Black agitators spouted the jargon of socialism and communism and openly plotted the overthrow of the capitalist system.

In America, in Asia, in the islands of the sea the darker men became critical and condemnatory of white civilization where once they had been worshipful and almost grateful for shoddy castoffs. Today the colored worker strikes in Trinidad and Jamaica, in Bathrust and Cape Town, in Nigeria and the Gold Coast. He sits down in Detroit and Chicago and pickets in New York and Pittsburgh. He sees whites relinquishing extraterritoriality in China and Egypt and giving Burmah and India self-government. He sees erstwhile haughty whites cowering in the shell-holes of Shanghai, a British ambassador machine gunned on the road to Nanking and an American gunboat bombed to the bottom of the Yangste River without reprisal from a Caucasia become panic-stricken and paralyzed.

The New Negro Arrives

The New Negro is here. Perhaps no more courageous than the Old Negro who dropped his shackles in 1863, and fought against ignorance, propaganda, lethargy and persecution, but better informed, privy to his past, understanding of the present, unafraid of the future. No longer blindly worshipful of his rulers, he yet has learned to respect and study the intelligence and accumulation of power that has put them where they are. He has less illusions about his world.

He is aware that the balance of power is shifting in the world and so are his cousins in Africa, in India, in Malayia, the Caribbean and China. He is rightly suspicious of white labor even when it is sincere. He has seen white labor forget the Marxian divisions of proletariat and bourgeoisie and join the White In-

(*Continued on page 277*)

First From Maryland U.

DONALD GAINES MURRAY

Mr. Murray received on June 4 his degree from the law school of the University of Maryland. He is the first Negro graduate of the University of Maryland and entered the law school as a result of a court case in 1935 in which attorneys retained by the N.A.A.C.P. maintained successfully in the Maryland lower court and in the Maryland court of appeals that it was a violation of the federal constitution for the state to provide graduate and professional training for white students and deny such training to Negroes.

Although he entered the university in an atmosphere of strife, the faculty members and the student body were eminently fair to the only Negro enrolled and before the end of his first year Mr. Murray was on excellent terms with everyone. He was graduated twelfth in a class of thirty-seven and received congratulations upon his accomplishment from practically every one of his fellow classmates. During the commencement procession an unusual incident occurred when an aristocratic, elderly white woman spectator left her seat to shake hands with Mr. Murray as he marched in his cap and gown.

BOOK NEWS and REVIEWS

Publishing Firm Launched

A publishing company, organized by A. M. Wendell Malliet at 209 West 125th street, New York City, will seek to uncover creative talent in the Negro group for the publication of works of fiction, poetry, biography, travel, essays, and Negro history. The firm is known as Wendell Malliet & Company, Publishers.

Mr. Malliet, with several years of experience gained as a member of the staff of the Oxford University Press, New York, Inc., and at present a staff writer of the New York *Amsterdam News*, has long felt that New York should be the center of the book publishing business, especially for Negroes. Mr. Malliet has given the last five years to planning the business and editorial departments of his venture. He is thoroughly acquainted with publishing methods and the discriminatory policies and practices which bar the Negro from the field of authorship.

The plan of the new concern is to provide editorial and critical service and assistance, as well as the means of publishing and marketing books. Manuscripts, which the firm solicits, will be read and revised. Prospective authors will be advised on the timeliness of attempting certain types of writing; and most important on the production end, distribution facilities of the book-publishing industry will be at the command of the organization, thus assuring Negro authors a chance to have their works presented for sale wherever books are sold in America or abroad.

Wendell Malliet & Company will encourage the authorship of pamphlets of 15,000 words or less, and books of 40,000 words or less on important problems affecting the Negro in America and abroad.

Book Notes

The September Crisis will carry a review of "Southern Negroes, 1861–1865," by Bell Irvin Wiley, professor of history, State Teachers College, Hattiesburg, Miss.

Farrar & Rhinehart have announced "Tommy Lee Feathers," a novel by Ed Bell, author of "Fish on the Steeple." This latest work is of Tennessee and describes a vivd picture of the moving world of Negrotown, with all its humor, sudden passion, gaiety and rhythm. This book will be reviewed in the September issue of The Crisis.

A. M. WENDELL MALLIET

Erksine Caldwell, famed author of Tobacco Road, returns to Fiction with a collection of short stories, "Southways." The Crisis will present this book in a later issue.

Richard Wright's "Uncle Tom's Children" remains one of the most talked about novels today. It can be ordered direct from The Crisis.

THE COLLAPSE OF THE CONFEDERACY by Charles H. Wesley. Associated Publishers, Inc., Washington, D. C. $2.15.

There is a great deal of misinformation extant about the Civil War and Reconstruction. Countless volumes have been written about this era, but much of the stuff has been colored by emotions and partisan convictions so that truth takes a holiday.

The scholarly Dr. Charles H. Wesley, head of the department of history at Howard university, has produced a short work that casts aside most of the piffle that other historians have presented about the "tragic era" in American history. With factual evidence and unerring skill, Dr. Wesley sweeps away many of the myths surrounding the reasons why Lee surrendered.

"The Collapse of the Confederacy" puts the x-ray on the commonly accepted reasons why the South failed so utterly in its purpose. Through generations, statesmen have thundered that the South was united as a whole behind the noble purpose of "State's Rights;" that the Confederates fought with a fervor and bravery meeting defeat not through a lack of loyalty, but overpowered by superior man-power, the lack of food and supplies, and the strategic and successful blockade of southern ports.

Dr. Wesley rejects these reasons, not with theory, but with facts that make rebuttal ficult. The author points out that the factors that gave birth to the rebellion are the very factors that made defeat inevitable. No social order could thrive upon a philosophy that rejected and disinherited four-fifths of its population, that served not the masses, but the few—that introduced a foreign idea of loyalty to a section, rather than a nation. Such a flimsy structure could not possibly weather the terrific storms of prolonged assault. So, the Confederacy was not overpowered, but suffered collapse because of inherent and internal weaknesses.

From the files of southern newspapers and the correspondence of southern generals the author obtains proof for his convictions. This material is used to excellent advantage. We find evidence of the lack of ability on the part of the Cabinet to deal efficiently with financial problems. We find citizens devising methods to escape the payment of taxes. Farmers raised good crops, but were slow to release the produce to the army. There were desertions. From the very beginning, the South was plagued with conditions that were harbingers of defeat.

This book is indispensable to the correct interpretation of this period of American history. Dr. Wesley performs a meritorious and patriotic service.

E. Frederic Morrow

JOURNEYMAN by Erskine Caldwell. Viking Press, New York. 234 pages.

"Journeyman" records an episode in the lecherous career of Semon Dye, an itinerant lay preacher who for the moment is "laying his racket" in the unimaginative town of Rocky Comfort, Georgia. Dye dominates the book, and he is a character about whom nothing good can be said—unless it be acknowledged that he is such a positively unrelenting charlatan, that he is an artist. His compensation for laboring for the Lord is self-exacting. His reward comes from the religious impulses to assault the women in the neighborhood, guzzle corn licker, and bewilder guileless natives by his unerring skill with dice. The book is charged with the comic. This latest work marks Mr. Caldwell as a distinctive American writer.

—E.F.M.

HELLO AMERICA! by Cesar Saerchinger. 393 pages. Houghton, Mifflin. $3.50.

Cesar Saerchinger, European representative of the Columbia Broadcasting company, presents an excellent book entitled, "Hello America."

A casual glance at the cover might discourage the average reader from going any farther, for fear of running into a technical treatment of radio. On the contrary, it is a fascinating book, written in a most informal style, telling of the author's seven years experience in the field of radio.

Across the scene parades all the great world figures of the time, as well as the significant international events that shaped the destiny of nations. While a modest personal record, it is also a history of international communication.

The writer presents intimate glimpses of the famous persons he has presented to radio audiences across the world the past seven years. Among them are: John Masefield, H. G. Wells, Chesterton, J. B. Priestley, Edgar Wallace, Bernard Shaw, Pope Pius, the Duke of Windsor, Hitler, Mussolini, and others.

J. F. DRAKE, Ph.D.
Cornell

After Jimmy Graduates

(*Continued from page 264*)

for me, but also for the other Negroes at Indiana and those who may want to come here."

And this is exactly the way all the other Jimmy Smiths feel, whether they have starred in athletics in a great socalled "white" university, or whether they have made their marks in other fields at other educational centers.

Of Indiana's Jimmy Smith, Coach E. C. Hayes often says:

"I wish we had more boys of his calibre here."

Make Places for Them

While we are glorying in what our new output of college graduates has achieved within the cloisters of learning, while we point to the accomplishments of the numerous Jimmy Smiths, we Negroes cannot lose sight of the fact that we also have another part to play: we must make economic openings for the oncoming generations; we must so use our ballots that barriers of race, creed and color, will not shut out otherwise eligible young people from jobs in the government service (even under a New Deal); as consumers we must make our pennies and dollars down the bars that prevent us from getting work where we spend our money.

One of the confounding inexplicables about Negroes is that for generations we have enthusiastically pinched and sacrificed to send our progeny to school and college and university, we have fought for better educational facilities, we have cheered our youth as they have catapulted themselves into Phi Beta Kappa and other scholarship honors—but we have been almost complete failures at taking the next step; that is, to insure that these same young people, after their training, will have the maximum opportunity for apprenticeship, for jobs, for providing themselves, through the sweat of their brow, with food and raiment and shelter, each according to his ability.

This has been especially true of those Negroes who have obtained training in business, in engineering and other specialized lines.

Here, then, is our challenge to set out here and now to see that our youth shall not have secured their training in vain, shall not have wasted some of their best years. Our collective resources of buying power and votes, most of all our determination to play our cards effectively, can do much to give men like Jimmy Smith a chance to star and accomplish in the world of affairs as they have done for Dear Old Alma Mater. They are willing to. All they ask is a man's chance.

Black Internationale

(*Continued from page 275*)

ternationale with the capitalists. He has seen both the 2nd and 3rd Internationales abandon the colored peoples to the tender mercies of their masters in order to perpetuate the industrial system of Europe which is based on colonial slave labor. He sees Russia abandon its announced revolutionary role and with French and British workingmen back Deladier and Chamberlain. And, as crowning infamy, he has seen the ruthless rape of defenseless Ethiopia with the Pope applauding on the sidelines.

He knows that the fear of losing the colonial peoples and their resources is all that prevents another World War. He believes that to combat this White Internationale of oppression a Black Internationale of liberation is necessary. He sees and welcomes a community of interest of all colored peoples. No longer ignorant, terrorized or lacking confidence, he waits, and schemes and plans. He is the Damoclean sword dangling over the white world. Everywhere he is on the march, he cannot be stopped, and he knows it.

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—Policies in force: 1,643,125
—Ordinary Insurance: $80,106,234
—Industrial Insurance: $181,961,766.63.
—Health and Accident Insurance: $26,895,069.37
—Employment: 8,150 Negroes
—Policies issued and Revived in 1936: $174,112,773.00
—Increased business, 1936: $65,645,466
—Increase in policies, 1936: 251,047

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Self-Contempt

(*Continued from page 266*)

because, with the exception of music, they are in the initial stages. I include magazines and newspapers because they are the most important sources of popular education; and despite the usual criticism that our newspapers retail too much gossip and scandal—some of which is justified—it is my opinion that they, as well as the magazines, are singularly patriotic, constantly teaching a pride of race and a faith in its powers.

Thus the naseous problem of the lack of racial respect is slowly solving itself without the benefit of too many committees, heated resolutions, and violent agitation. But as indicated in the beginning, when it is completely solved, it eliminates only the crisis within the crisis. In order to meet the general issues of today, I hold that a new type of education is needed: one with different ideologies, aims, and techniques. Just as the normal and industrial education in its original form had to give way before the onrush of our present collegiate type, this, too, will have to seriously remodel itself or make way for something newer and better. What form this new education will be likely to take, I shall attempt to show in a subsequent article.

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